

The Seagull



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HEADTEACHER'S NEWS

Bumper Seagull

The last six weeks of lockdown have provided huge challenges for all members of the JRCS community. What I wanted to do with this special edition of The Seagull is to create a record of all the work that our students and staff have been doing since the beginning of January.

This promises to be the largest edition of The Seagull ever! However, I wanted to make sure we had a platform to celebrate all the efforts and achievements of both our students and staff at JRCS. In this edition there are contribution from all Heads of Year and all subject Departments. On top of this, there is information about our 'Hug in a Mug' initiative, Support School and other activities that our students have been involved in.

At the beginning of next half term, we hope to hear about the Governments plans about students return to school. As soon as we have this information I will be in contact with you to tell you how we plan our reopening.

Thank you



How lucky were we when the Company Quadient were looking to donate some laptops to schools? Ms Meaney's lovely sister, works for them, and was quick to nominate JRCS.

The laptops were gratefully received and much appreciated. They have already found new homes with a number of our students.

Thank you so much to Quadient, and Ms Meaney's sister!

Mr Smith
Headteacher



GENERAL NEWS

'Hug in a Mug'

During this strange time of lockdown students were always on the staff's mind. We knew that there would be families facing hardship or some that just needed a reminder we are still here even though not seeing them every day. Staff wanted to reach out to students during the lockdown and have shown great generosity in donating food regularly since November. This food at first supported a local food bank then during this latest lockdown we created a school supermarket where staff make their donations. We create bags of groceries from the stock and have been answering calls of need from parents who have found themselves in a difficult situation.

The team effort shown by staff and the eagerness to make students smile has been really heart-warming, they really do care about the local community.

The staff got so much from carrying out the home visits on the mini buses. We just wish we could have got to everyone.





Take care and see you all very soon!

Please recycle your uniforms.

If you have uniform that is still in good condition that your child has outgrown please could you donate to the school. This includes trousers, skirts etc. We get particularly short of all tops from a medium size upwards.

Please put in a plastic bags and ensure that the top is tied securely and bring to school reception.

Thank you

Mrs O'Keefe
Student Services Manager

PE Support School

During this half term the students have been focusing on table tennis during support school. The students have had the opportunity to learn all of the basic skills required for the sport of table tennis and it has been great to see the students develop

so quickly over the past few weeks. Some of the students have become so skilled at table tennis that they have been beating members of the PE Department on a regular basis. Well done to all of the members of the Support School for their excellent effort and commitment in PE.



The PE Department

Year 11



Mock Results Pick Up!

We are proud of Year 11 because they exceeded expectations when they came in to collect their mock results and attend a 1:1

meeting about their future. Every student arrived with great energy, a willingness to listen and an air of maturity. It was a wonderful moment to sit and reflect on how far this year group have come from where they started in Year 7. They are a pleasure to work with and following those discussions we are incredibly excited to see what they do next. We hope that following the meeting they did get to sit down, enjoy a cup of tea and relax. Here are some photos from the day and the note about the gift they received.

Hello Year 11,
We know that you miss being in school for your learning and that it is tough trying to stay motivated at home. So, we thought a little cup full of treats might help!

Tea & Biscuit – To start a morning right.

Freddo – For a quick energy boost in the afternoon.

Pen – Colourful work makes remembering easier!

Post-it Tab – Lots of work needs some order.

Paperclip – To help you hold it all together.

Hot chocolate – A bedtime treat to prepare you for another day of learning.

Candle – To help you to relax when your school day is done, relax whilst you smell its sweet aroma!

Positivity postcard – Making others feel happy makes us happy, so I would like you to give the postcard to someone else, perhaps a family member/friend/teacher supporting you through this time. We are so proud of you year 11, we know that it is tough, and you are **handling it like champions.**

See you soon and stay in touch,
Miss Draisey, Mr Brierley, Mrs Eades and everyone at JRCS.

More positivity!

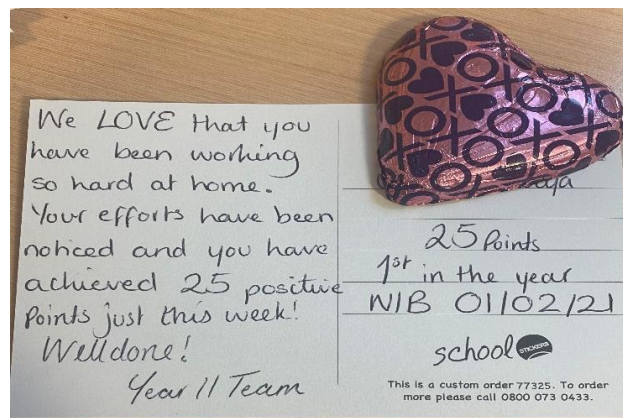
This week five lucky Year 11s who have been working hard at home will be recognised for their efforts with a Head of Year postcard and a chocolate heart. These students have been recognised by staff through LOCs or credits, each of these are attached to several points, the more points you get, the better the chance of getting a prize. A huge well done to our 3 winners from week one who collected a prize when Year 11 were in school and to the 5 superstars from this week too.

This week, we looked at the top five and with Valentine's Day looming the Year 11 team posted a little treat home!

What we are most proud of, is that every Year 11 student, in their own way, has honoured the motto we stand by in this year group.

They have worked hard at home to keep up to date with remote learning alongside applying to Sixth Form and college. They have been nice to siblings and parents and we loved to hear their take on teaching younger siblings.

Finally, they have taken opportunities to continue to develop holistically with several attending various employability talks and workshops in their evening time. We look forward to seeing Year 11 soon.



Miss Draisey, Mr Brierley & Mrs Eades

February is LGBT+ History Month around the Globe.

Usually, we would be celebrating this through assemblies, posters and work in class. JRCS values and supports all students, no matter how they choose to identify. For more information on LGBT+ History Month go to <https://lgbtplushistorymonth.co.uk/>

JRCS Pride and Allies has moved to Teams! If any students would like to join the virtual Pride group, please email Ms Harland (HAR2) for access. The Teams group has no assignments, just a chat feature. It is a safe space for students to share coping strategies, resources and support. We understand that lockdown is a tough time for many and the caring JRCS Pride and Allies group are there with help, advice, positive thinking and LGBT+ chat. Only people who request access to the group can join, so you can feel safe knowing you are with like-minded people who will support you, however you choose to identify yourself.

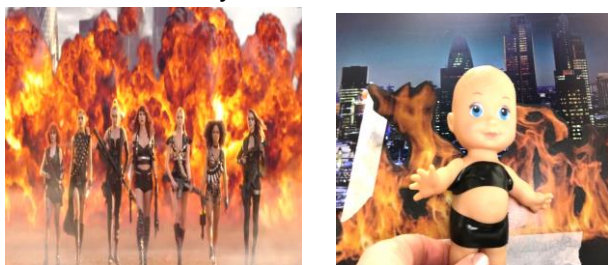
Ms Harland
Head of Media

GCSE Media

The GCSE Media students have been working hard learning about representation this half term. With an attempt to amalgamate this knowledge in a fun, screen-free task, Ms Harland and Mr Rutland encouraged students to recreate a still image from the Media syllabus with items they had at home. They were not allowed to use filters and they had to take the photo in one shot - no editing afterwards. This gave students an opportunity to consider the construction and design of representation from different Media products. The students could feature themselves, willing members from their bubble (as long as they got permission) or anything they could find (pets, toys, etc).

Below are the examples modelled from Ms Harland and Mr Rutland, sometimes it is difficult to tell the original from the recreation. Alas, the student assignment had not been closed at the time of writing, so their images could not be shared. I'm sure if you speak to any GCSE student from Year 10 or 11 they would love to show you their own examples of this work.

Bad Blood - Taylor Swift



Rachel – Friends



Ross – Friends



Ms Harland
Head of Media

Drama – Support School

The Drama Department have been blown away by the transferable skills that students have demonstrated over the past six weeks. Students have explored script writing, story boards, theatre reviews, monologues and costume design for various styles and eras throughout the history of theatre. It has been lovely to see some students who might lack confidence with practical work, excel with their written contributions demonstrating their creative writing skills.

In our Support School provision, KS3 have been exploring the life and legacy of Captain Sir Tom Moore after he recently sadly passed away

We have researched into his life before his amazing walk for the NHS and explored key moments through drama

Here's some pictures of Year 7 in action!



We would like to thank students for their commitment to the learning and hopefully we have inspired you to think about potential

career paths as budding playwrights, screen writers, directors or costume designers!



Drama through History by Orestas - Year 7

What is the importance of voice as actors?

The voice as actors is important because if you are making a comedy, then you must make a voice suitable for the jokes you are going to say. If it's a horror movie then you might want to have a scary shriek or voice to symbolize that something bad is happening or that you have seen something petrifying.

Define what a sound scape is.

A soundscape is a series of sounds created by students (not words, echoes, repetition, or speaking together) that create a setting or suggest a scene.

Have you ever heard of radio drama? What is it?

I have never heard of radio drama. A radio drama is a live or recorded performance of actors without visual elements. It is usually heard on radio or published as audiobook.

Clip

At the start of the clip/ soundtrack, it made me think that someone was driving to Victoria Park and he was in a hurry because he was shouting, "Taxi". Later, when the man was in court it made me feel happy because he was not guilty, so he had done nothing wrong. I picked up on some soundscape in the middle of the three minutes as there were lots of different sounds and a nice tune.

Script

"Get in the car," shouted the officer in an angry tone.

"Officer, Officer I can explain," said the robber weakly.

"Explain it to the judge in court," said the officer.

Some elegant music starts playing. To start it off a violin plays a smooth tune. A piano comes in later to pass the time of the journey. To show that the robber has been escorted to court, some trombones start playing slowly getting faster and louder (they stop playing after a few seconds).

"William Jim Parker, tell me why you were in the bank with a mask on your face," questioned the Judge.

The robber started stuttering.

"You have the right to remain silent," said the Judge.

The police officer drives the robber to jail.

Some failure music comes on to show that he is a disgrace.

Self-Assessing

What went well?

I successfully showed and stated all the pieces of instruments that come on at a certain time very clearly. I think a good thing that I did was that I introduced the trombones at the right time because they symbolized the time they were at the court. I used a lot of detail.

Even Better If

I think that I could have added a bit more instruments to make it feel as if it were an actual movie. I would improve the stage directions or make an actual soundtrack because it is quite hard to state how you want the music to sound like. I think it would be easier to create the music you want to.

Year 11 piece by Oktawia

In December 2020, I saw the National Theatre's production of Frankenstein. It was in the Olivier theatre which is a fanned thrust stage. I thought this was a good choice of staging because... The play is in the genre of gothic horror where Benedict Cumberbatch plays the Monster. For my analysis and evaluation I am going to focus on the use of lighting in two contrasting scenes.

The first key scene where lighting skills are effectively applied is in the scene where Frankenstein and his monster come face to face. There are various different types of lamps and a range of lighting effects to create atmosphere and engage the attention of the audience. The LED strip lighting used at this moment blended with the smoke on stage to give a sense of depth to the space, making the space seem much larger than it actually is. This would suggest that Frankenstein and the creature are very alone and could represent their loneliness in that current moment but also Frankenstein's monsters loneliness throughout majority of the play. This creates a very lonesome atmosphere despite the fact that they're together and one is the creator of the other. Additionally, there was a side light which was used to throw a shadow off both Frankenstein and The Creature. This added to the mysterious and dark tone and style of the production as a whole. It created a very deep, mystical atmosphere which would link really well to the creatures physicality as the very slouched look was peculiar to an average person- especially as an audience member it would help me understand very clearly and quickly that Frankenstein's monster was different to everyone and It was very clear foreshadowing

that he wouldn't fit in. This highlighted this whole important moment, where the audience is unsure what might happen next. Furthermore, the use of the harsh white lighting, combined with the cold way in which Frankenstein examined The Creature's body, added a more bizarre and strange mood to the scene since the proximity between both characters was close yet the vast stage exaggerated the sense of loneliness.

Another scene where lighting was used effectively was during the "industrial revolution" / train scene. The lighting design in this scene helps create "close ups" that would normally be able to be achieved in films through camera work, this is done by focusing the audience's attention on specific parts of the stage throughout the use of follow spots and moving lights. Some lights would be shone directly at the audience, an example of this would be the light at the front of the train to create a sense of shock and also intensity. The pyrotechnics create sparks making the train look more realistic and give the illusion of it actually being on tracks. There was often a strong contrast of dim, grey lights and then very bright, yellow lights to help enhance the natural green, vivid and even reflective surfaces to create the sense of nature. The lighting is designed to reflect electricity, and the bright flashes of light present the metaphorical as well as literal light and darkness. The play is set during the advent of electricity and the Industrial Revolution, so many of the lighting choices are designed to reflect that, especially this train scene. This production also uses stage lights with and without lenses, moving lights and follow spots, as well as a large mirrored "wedge" with filament light bulbs suspended above the stage, again to reflect the advent and importance of electricity during that time. The lights were very useful as the train came onto the stage due to their warmth and because they set the industrial age setting incredibly well.



Drama Department

JRCS PE Interform Competition

Over this half term KS3 students have been keeping as active as they can by taking part in series online interform competition. Each week the PE Department have been setting KS3 active tasks via Microsoft Teams. These tasks allow JRCS students to pick tasks they want to try with many students selecting the more challenging tasks. At the end of every week students have been submitting their activity logs and being awarded vital interform points for their forms. We have been blown away by student's efforts to keep as active during this lockdown and we have been really impressed with student's motivation and creativity levels.

The Top 5 for Year 7

1. Vignesh - 483pts
2. Jade - 395pts
3. Anacleto - 381pts
4. Zoha - 380pts
5. Shanai - 365pts

The Top 5 for Year 8

1. Emmanuel - 438pts
2. Star - 390pts
3. Simona - 390pts
4. Fatomata - 360pts
5. Joshua - 355pts

The Top 5 for Year 9

1. Ermal - 543pts
2. Simonas - 530pts
3. Gabija - 520pts
4. Imran - 450pts
5. Maya - 415pts

Overall Interform Results for KS3

Position	Year 7	Year 8	Year 9
1 st	7G	8E	9J
2 nd	7I	8C	9H
3 rd	7H	8I	9F
4 th	7J	8D	9A
5 th	7C	8B	9I
6 th	7E	8J	9G
7 th	7B	8G	9C
8 th	7F	8A	9E
9 th	7D	8F	9D
10 th	7A	8H	9B

Congratulations to everyone who has taken part. The Interform Competition will be continued after the half term break. When we return after February half term there will be new weekly challenges for KS3 to try plus the chance to earn double points!

The PE Department

Life in the Sixth Form

It has been an intensive half term for Year 12 and Year 13 and we are so proud of our Sixth Form students. You have worked incredibly hard and have shown such resilience when faced with a demanding workload and sometimes challenging home circumstances. Sixth Form lessons have taken a blended approach using voice-over PowerPoints and live lessons and we are impressed with the attendance and engagement you have shown. We have also sent 90 university applications and students are receiving offers back from their chosen universities which is very exciting. We cannot wait to see you all soon and we wish you a restful half-term break.

Year 12

Year 12 have had an unusual half term of blended learning at home. We have also had the very first virtual SPANGLE in JRCS history so that our Year 12s can start to think about their future pathways post-18. Our CeFS cohort have had very successful results in their 2 exams that they sat in January and we are very proud of what they have achieved. A massive thank you should also be mentioned to Miss Campbell and Ms Colborne for leading students through preparation sessions in advance of their exams. Our CTEC Health and Social Care students have also been busy preparing and sitting exams and we look forward to hearing about their results in March. Again, a special thank you to Mrs Johnson and Miss Tasneem for their hard work with the CTEC students. Year 12 have done a brilliant job staying on track with their work and getting used to blended learning. It has been a really challenging half-term, but they have risen to the challenge!

Year 13

The term after Christmas is always one of the most nerve-wracking ones for Year 13 in a normal year. Deadline for university applications, invites for interviews, preparation for the next round of internal exams, and all whilst normal lessons challenge their application and move their knowledge forward..... and then this year..... we end up remote and without a full understanding of how our year, and A level studies, might conclude!

Year 13 have been immense, the majority have settled into a routine that works for them and maintained their high standards in engagement and work outcomes. Through great support, particularly from Mrs Wren, all students that wanted to apply to university have done. Many have practiced interviews, another new twist being remote rather than going to the university and seeing where they might study. They have achieved fabulous offers so far, including Clare with an offer from Cambridge and Nathan with an interview for Princeton USA, with so many more still to come in and decisions being made by the universities every day. Many have achieved offers below the average offer and this shows the quality of their application, personal statement and also the supporting academic statement that tutors & teaching staff put together. Those wanting to go into an apprenticeship or straight into a job are also getting busy. This week has been National Apprenticeship Week with lots of online webinars from companies about their opportunities and application procedures in general. This week really marks the start of huge opportunities starting to be released for school leavers – and we are ready to pounce, Mrs Brown and Mr Seeds are feeding the opportunities through as they arrive. A few have also signed up for virtual work-experience during half-term – super for the CV!

Within Year 13 we also have students who are juggling their own studies with supporting younger siblings in their remote learning – an immense task when level 3 and A level subjects are so challenging by themselves – we applaud them.

As we hit half-term, we hope that every Year 13 finds some time to relax and take stock of just what they have achieved, some had difficult starts and have worked hard to catch up, some have been consistent throughout. Some have had to deal with some very emotional personal and family circumstances along the way – yet virtually all of them can hold their head up high with where they are now are.

We look forward to after half-term, yes we have some more remote learning but we have faith that this will be equally as positive, eventually we will get back to face-to-face and can master the rest of the years'

challenges. We genuinely thank the students, their tutors and teaching staff for such a positive half-term despite what has been thrown at us.

Mrs Evans, Miss Duncan & Miss Campbell

Business, Economics and Enterprise

Being successful in the world of business is all about having an entrepreneurial spirit and embracing opportunities to adapt and change. That has been the theme for business students over the past half term. GCSE Business students have been working hard learning about human resources and operations management. Miss Howe's class also managed well with the remote return of their Year 10 teacher, Miss Abdalla, from her maternity leave. Many Year 10 BTEC Business students have been working very hard from home. Miss St-Hill Duhaney's class deserves recognition for making excellent progress during this difficult time. The Year 11 BTEC Enterprise students adapted well, after their February exam was cancelled, they moved on to their final assignment and have been creating business plans. With unique ideas from mail order sweet shops to hand made crystal rings, we are looking forward to them delivering their 'Dragons Den' style pitches remotely next half term.

Year 12 and 13 BTEC Business students were prepared for their January exams, and once these were cancelled, Year 13 moved on to learn about the recruitment process and Year 12 about the purpose of businesses, comparing how charities and large businesses differ in their operations. The Year 13 A level Business class have just repeatedly impressed Miss Gendoo and I with their commitment to learning, with almost the entire class submitting work on time every time. Miss Ryzak encouraged engagement with her classes, by bringing in a competitive element. Getting the Year 12 A level Business class to operate as 2 'Apprentice' style teams, Team Empire and Team Elite as well as inviting her students to challenge other business classes.

Thank you to the Business students for their enterprising nature. We look forward to seeing your faces again soon, in the meantime, keep working remotely like the business bosses you are!

Miss Wright - Head of department

Geography Online Learning



Students have been working fantastically hard on their online geography work. Here is a taste of what each year group have been doing:

The Year 7 students have been improving their geographical skills whilst looking at the Geography of the UK. They have attempted to answer questions such as: 'How has industry changed in the UK?', 'How do we show height on maps?' and 'What is the weather and climate like in the UK?'.

Students in Year 8 have been on a virtual exploration to the Arctic. On this trip they have looked at how plants, animals and humans have adapted to live in such harsh conditions. They have also investigated the future threats to this fragile ecosystem.

The Year 9s have been considering whether TNCs are having a positive impact across the globe. They have focussed on Primark and their impact in Bangladesh, studying the Rana Plaza factory collapse in 2013.
GCSE

Students in Years 10 and 11 have been progressing with their AQA GCSE Geography course and have studied units of work on topics including: Rainforests, London, Hot Deserts, development and more.
A Level.

Our Year 12 students have been very diligent in continuing their A level studies. They are currently working on units covering hazards and global governance.

We are very proud of all the work the JRCS geographers have completed.

Mr Bourne
Head of Geography

Year 8

I am proud of Year 8 because they have been incredibly kind and supportive of each other during Lockdown 3! I have spoken to many students in the year group who have mentioned how receiving phone calls, facetimes and emails from their peers has boosted their morale and made them feel supported during their time at home.

The Year 8 team are also running a remote positivity raffle where students can nominate each other for acts of kindness. Teachers are also able to nominate students who have gone above and beyond with their remote learning. Some of the nominations received from students include:

"I would like to nominate this person in 8J because she has checked up on me several times in the lockdown. Which has kept me motivated to know that someone can take time out of their day to check up on me "

"I would like to nominate this person in 8I because she has been facetimeing me and making me smile over the lockdown and

being very positive and offering help in case I need it"

"I would like to nominate this person because she has helped me through all of this lockdown and cheered me up when i was down. She is a really nice person and I really get along with her"

Some of the nominations received from teachers include:

"This student has progressed and have really tried in producing great quality work, they positively contribute to the team's pages. Finally, they have great resilience and determination to continue their Geographical learning through the lockdown"

"They have been the model student for home learning. Actively engaged and never missed a deadline"

I am also proud of the Year 8 students who have been attending support school as they have adapted to the changes of school life with such maturity. Teachers have commented how hard they are working and although they miss their friends they remain positive each and every day.

Miss Emeny

KS3 Performing Arts.

The performing Arts Department have been extremely proud of the hard work and dedication from many of our students this half term. We wanted to acknowledge students who have shown excellent progress and consistently produced high standards of work.

Year 7: Jelisejs, Ryan, Vignesh, Jade, Leonard, Kiera, Jayden, Osman, Fareedat, Hilda, Anacleto, Amy, Alberta, Alexi, Jayden, Osman.

Year 8: Amy, Pashtuns, Arnas, Kyra, Irbahim, Denis, Safi, Maria, Miriam, Maddison, Orestas, Janis, Irina, Elizabeth, Adriana, Denis, Safi.

Year 9: Nathan, Lillie, Jean, Ella, Sian, Natalie, Tyrese, Tyrese.

The Performing Arts Department.

Modern Foreign Languages

The teachers in the MFL Department have been overwhelmed by the resilience, mindset,

hard work and creativity of so many students throughout KS3 and KS4.

We have selected a few examples of outstanding work, amongst the wide range of astonishing assignments that we have been receiving every week. It was so nice to see that our students, despite being at home, have continued to show determination not to let the high expectations of the MFL Department down. Please continue the hard work! We are ever so proud of you. If your work is showcased in this bumper edition, it certainly means that you have received your LOCS and credits already but there will be many more to come. Keep it up my top MFL stars!



MFL BUMPER EDITION STUDENTS' WORK DURING THE LOCKDOWN



French Year 11 Writing

Developing complex sentences on global issues and self-marking my work.



2. C'est important d'être solidaire? Pourquoi (pas)?

Je trouve que c'est important d'être solidaire vu que c'est important d'aider les autres qui sont moins chanceux que nous en soutenant des associations caritatives en donnant des vêtements ou des nourritures ou en faisant du bénévolat. Cependant, pour être bénévole, selon moi on devrait être gentil (don't need the 's', 'on' is singular) et compréhensif (on devrait n'être pas énervant ou impatient), surtout quand nous parlons avec des gens. Hier, j'ai travaillé pour une association locale puisque j'ai fini mes devoirs et j'ai eu beaucoup de temps libre. L'année dernière, j'ai eu l'intention de faire du bénévolat donc je suis allée aux associations caritatives trois fois par semaine et j'ai préparé les colis alimentaires. L'année prochaine, je ferai du bénévolat pour une association internationale dans la mesure où j'irais à l'étranger et pour rencontrer de nouvelles personnes. Ce qui me plaît, je pense que il me donnera de plus confiance; ce sera mieux que pour rester chez moi tous les temps. A l'avenir si j'étais riche, je donnerais d'argent à les associations internationales.



I cannot believe I wrote this!

Red=correct
(Yellow)=my mistake
Green=my corrections

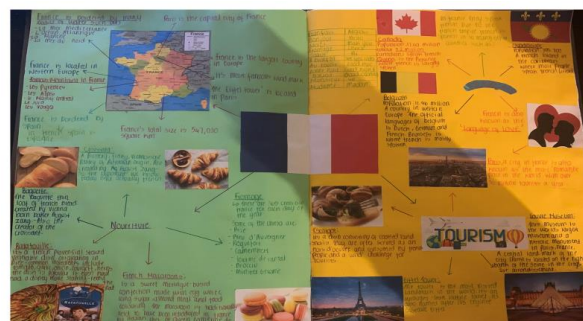
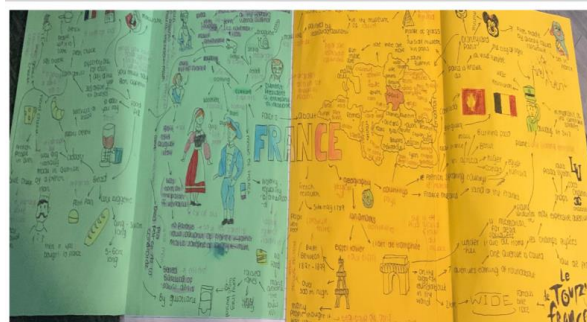
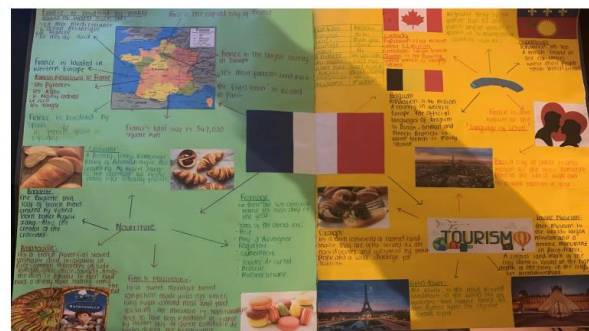
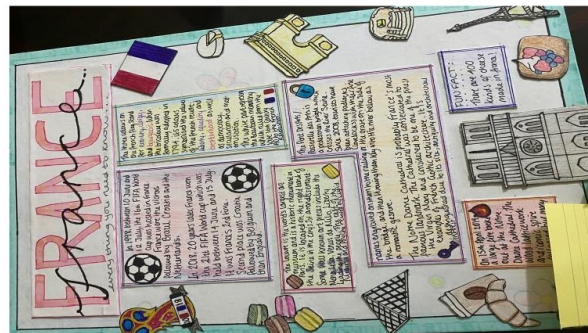
My checklist	
-Full sentences	✓
-Connectives	✓
-Opinion phrases	✓
-Opinions and why	✓
-Noun before adjective	✓
-Noun and adjective match	✓
-3 tenses	✓
-Si-clause	✓
-Complex sentences/structures (reasons, example, comparison)	✓

5. Quelles associations voudrais-tu soutenir ?

Je voudrais soutenir des associations qui aident pour combattre la pauvreté puisque j'ai horreur de voir tous les sans-abri dans la rue donc je soutiendrais des associations comme Emmaus et la croix rouge. Je sais que je n'ai (que un) qu'un peu d'argent toutefois, je peux les soutenir en donnant des vêtements et des nourritures. Je n'ai pas assez de temps de faire du travail bénévole en ce moment puisque j'ai trop de travail scolaire à faire néanmoins, il est possible que je sois libre les week-ends donc je peux faire du bénévolat aussi. L'année dernière, nous avons ramassé beaucoup de colis alimentaires pour les SDF et nous avons distribué de neuf heures du matin jusqu'à l'après-midi. C'était une expérience enrichissante! L'année prochaine, je veux que mes amis donnent plus de vêtements, (que elles) qu'elles ne portent (pas) jamais, aux associations caritatives pour aider des personnes qui les ont besoin vu qu'ils sont victimes de la pauvreté, le chômage et la faim. J'ai horreur de voir autant de problèmes dans la société vu que si nous pouvons aider, nous devrions!

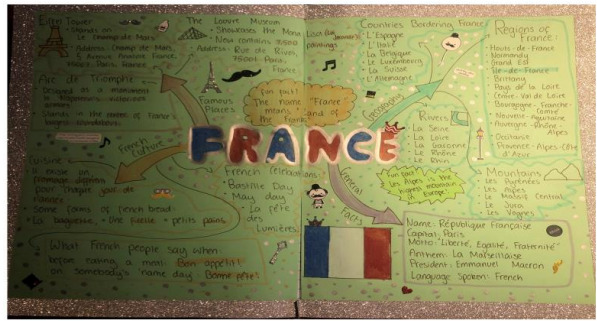
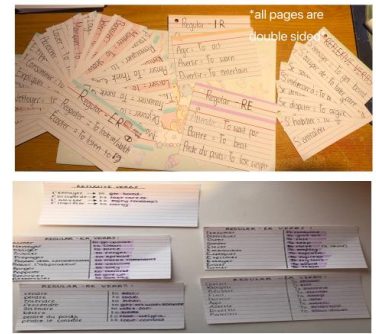
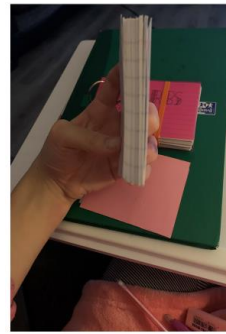
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-Complex sentences/structures (reasons, example, comparison)	✓



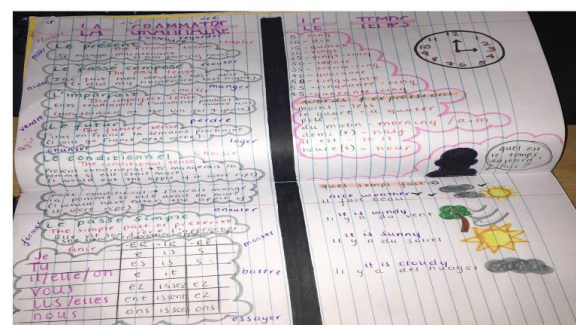
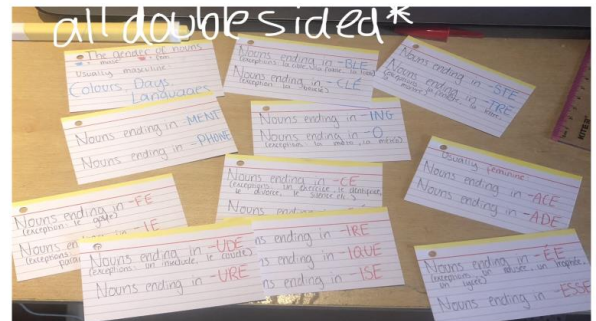
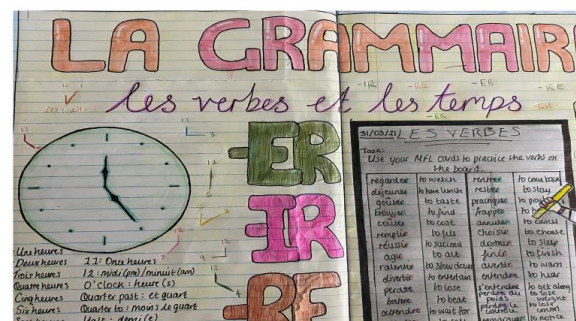
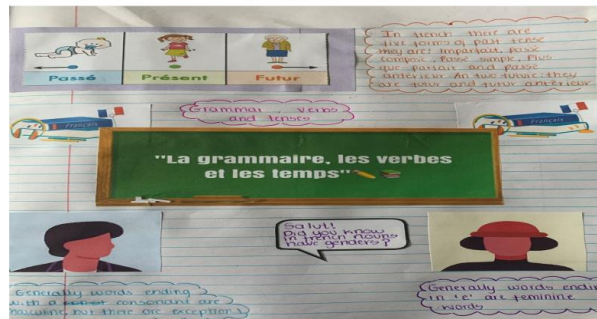
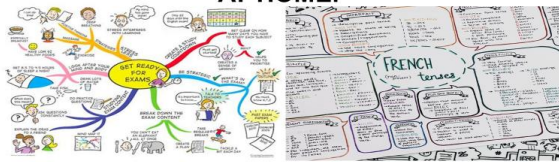
Year 10-Mindmap done all in French





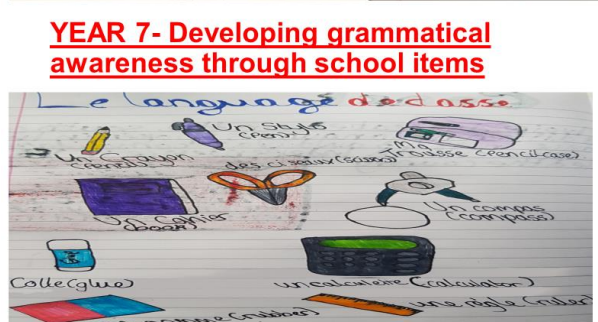
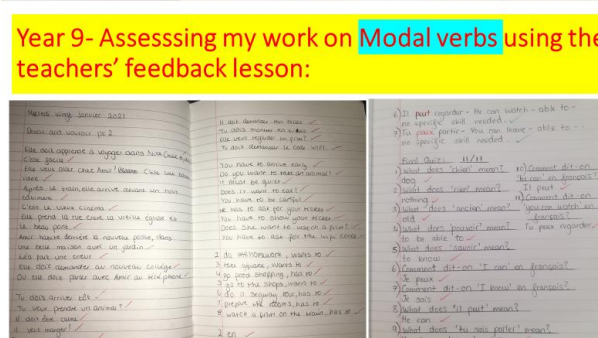
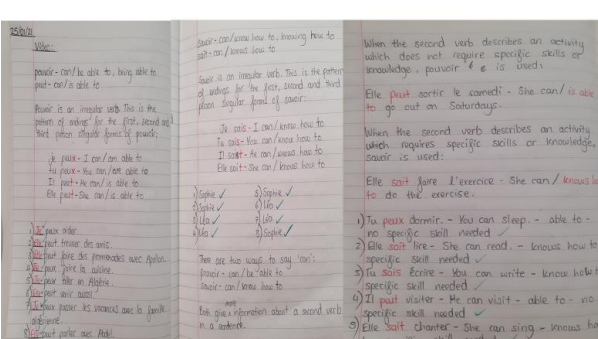
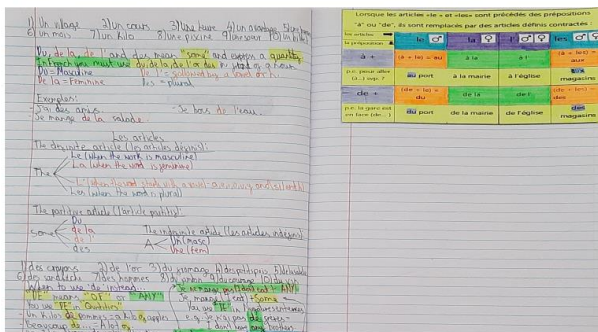
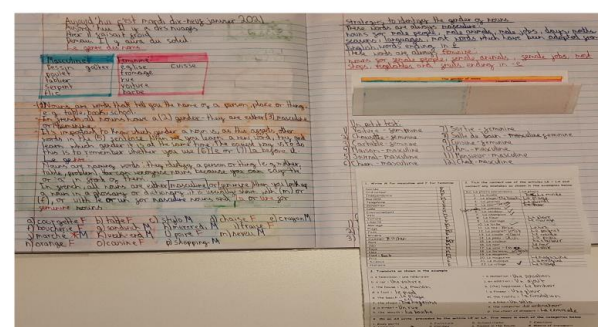
YEAR 10-GETTING READY FOR YEAR 11

KNOWING MY GRAMMAR IN YEAR 10 AND CREATING REVISION FLASCARDS AT HOME.



YEAR 10- KEEPING THE STANDARDS OF PRESENTATION HIGH





2- What benefits you see of learning Spanish at GCSE or beyond?

Apart from the fact that Spanish is one of the most spoken languages in the world and it will help you communicate and interact with large groups of people during holidays, it is an easy language to learn and can offer you various benefits such as standing out from the crowd in the future, as your CV will be boosting your credits. Broadening your vocabulary in other languages rather than just English, will improve your memory and boost your brain power - which will be extremely helpful during the exam seasons. Furthermore, knowing more than one language, will provide you with better career choices, as many employers seek multilingual employees, as a multilingual ability is definitely a competitive edge in today's society.



3- What advice would you give year 9s about studying Spanish at GCSE?

If you are not interested in deepening your knowledge of the Spanish language and culture, it is better not to pick it as you would have no motivation during lessons, bringing your grades lower. However, if you have a passion for learning new languages and exploring new cultures, Spanish is definitely for you as it is a relatively easy language which does not require as much effort in spelling, pronunciation and understanding. During lessons your teacher will provide resources and activities which will boost your grades.



5- What advice you would give year 9s about studying Spanish at GCSE?

Study the basics of the language before you start it! Having a head start will help you stay on top of your work, write down everything new you learn. If you watch Netflix and hear a phrase which may help you in your work or for the future, write it down or even put it in your phone notes. Watch shows, use apps to help your vocabulary. Don't be afraid to ask questions, you're not bothering anyone.

Year 7

The Year 7 Team would like to congratulate all our Year 7s on their fantastic work this past half term, whether you have been working remotely at home or at support school.

We are so proud of your hard work and dedication to your learning. Showing so much resilience and responsibility during these difficult times. This is reflected in the number of credits and LOC's that you have all been awarded! Our top points scoring students this half term are:

Anacleto, Mariyah-Lorraine, David, Juhayna, Kye, Lucas, Jannah, Hilda, Amy and Richard

Well done to you all!! Amazing work 😊

We also recognised the importance of Mental Health Week, the theme this year was 'Express Yourself'. Many of you sent in emails and picture of how you celebrated:

"The picture below represents what Barnardo's is (charity helping children), and how you can always go to them for help." Jannah

Raminta and her sisters enjoyed the snow and created a 'snow cat' before they started their day of remote learning!

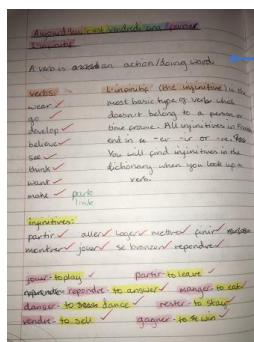


Have a lovely, restful half term! Make sure you get some fresh air and time to relax and recharge. Look after yourselves and those around you.

Stay safe.

Miss Worlock
Head of Year 7

Exemples de travail des élèves pour la gazette du collège



Harpriet Binning 8H

Y8

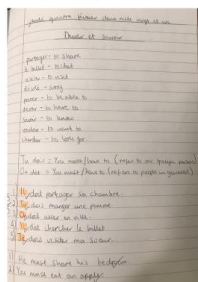
Maryjane Jenkin 8I



Nishat Ahmed 9B

Thaduba Turay 9D

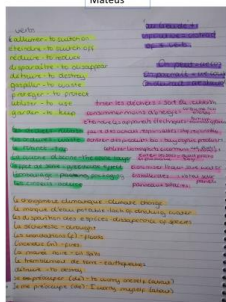
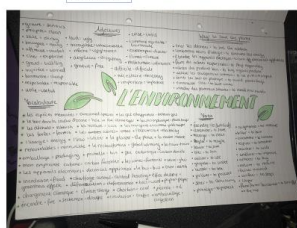
Y9



Presdie Mateus

Y11

Maisey Thompson



Bon courage et bravo!

Mademoiselle Buffon and the MFL Department

Social Studies Department

We have had a busy and productive half term in the Social Studies Department with a mix

of live lessons, voiceover PowerPoints and 1:1 meetings. We have had students sitting exams and completing important coursework as well as continuing with learning of subject content. Below are some of the highlights from the subjects within the Department.

CeFS get stuck in for the Immediate & Short Term

What a half-term it has been for the CeFS students. They had covered Unit 1 content up to Christmas and were ready for their January external AS exam and then remote learning. CeFS (Certificate in Financial Studies) was one of the AS exams that was not cancelled so the Year 12 students came in for some face-to-face final preparation before sitting their two papers.

What an amazing job they all did. Fabulous engagement in both the classroom teaching and also the remote work being set on Teams. They sat paper 1 on Thursday 14th January and paper 2 Monday 18th January. We have just received the results and everyone passed both papers – an outstanding achievement given the circumstances. Particular congratulations go to Rebecca who gained the equivalent of an A* for the unit and Bridget who gained an A grade. In addition to this, a number of students surpassed their targets, some by 2 grades!

So, as they know their Personal Finances in the Short and Immediate Term (Unit 1) so well, the rest of the time has been extending this into the Medium and Long Term (Unit 2), ready for their exam in May.

Huge congratulations to the students for the results but also for the way that every single one of them applied themselves to the task at hand in very different circumstances.

Special thanks to Ms Campbell and Ms Colborne who have prepared and supported the students this term.

EPQ

The Extended Project Qualification (EPQ) students have been steadily working through their projects this half term and have been having 1:1 tutorials with their supervisors. They have also begun to think about their presentations which will happen next half term. The EPQ requires students to work independently on a project and so their skills

have certainly been put to the test during remote learning! Some students have had to overcome challenges, such as finding ways to conduct questionnaires electronically. Most students have coped well with their projects from home and we are looking forward to seeing their presentations next half term. Thanks to Mrs Way, Mr Mercer, Ms Ma'ani, Miss Draisey and Miss Richards for their care and support of the students they supervise.

Health and Social Care

The Year 12 students took their Unit 3 and Unit 7 exams in January. They worked hard both in school and in remote sessions in preparation for these exams. We will get the results in March. The Year 13 students did not sit their exams but have been working hard to complete coursework units. The moderation process will take place after half term. Existing and new units have started to be introduced via online live lessons and Teams assignments.

Thanks to Miss Tasneem and Mrs Johnson for their support and preparation for the students for their exams.

Thanks too to Ms Mitchell in the preparation of the coursework for moderation.

A Level: Politics, Psychology and Sociology

A Level Politics, Psychology and Sociology students have been having a mix of online live lessons and voiceover PowerPoints. Mrs Wren has been leading the way on live lessons in the Department! It is fair to say we have all been learning lots of new IT skills! In Year 12 and Year 13, students have been continuing to learn new content and we have been impressed with most students who have been completing the assignments set, and mostly on time. Some students in Psychology have been set a weekly wellbeing activity by Miss Draisey and we have been enjoying seeing their contributions, such as baby pictures and their best lockdown viewing!

We have enjoyed having small group or 1:1 discussions with the students in the past couple of weeks regarding their learning. We hope that the majority of students feel on top of their work and are able to take a break next week!

Mrs Quail
Head of Social Studies

History

Year 7 History – How did the Renaissance era change Britain?

Changes to culture – the Protestant Reformation – The Age of Discovery – The Black Tudors


Students completed this entire enquiry and demonstrated excellent understanding on the impact of the Renaissance era on Britain. The majority of the work produced was excellent and provided some really good analysis.

[illegible]


Year 8 History – Has the relationship between Africa and Europe always been the same?

Students demonstrated excellent understanding in this new enquiry based on the history of Africa before the slave trade. Students showed great empathy and compassion for this new history

The Berlin Brunnens had a lot of talent by their work of art. It was also very detailed and Muses made out of bronze. In addition to that, Muses had spent a huge amount of Gold that the market had collapsed.



1. The Berlin Brunnens had a lot of talent by their work of art. It was also very detailed and Muses made out of bronze. In addition to that, Muses had spent a huge amount of Gold that the market had collapsed.



2. The Berlin Brunnens had a lot of talent by their work of art. It was also very detailed and Muses made out of bronze. In addition to that, Muses had spent a huge amount of Gold that the market had collapsed.

11. Explain how the relationship between Africa and Europe has changed?

The relationship between Africa and Europe has been the same because in the Tudor England from example there was a black trumpeter called John Blanke who asked for a pay rise he was very and got a wedding gift from him this meant that the relationship was good. Black people got married and was baptised as result they treat with respect, therefore the relationship between Africa and Europe has been the same because people can still get married and baptised.

Year 9 History – 'Joseph Stalin was a great leader'. How far do you agree?

Students have been tackling one of the most controversial men of the 20th Century and evaluating Stalin's impact on Russia and the world. Students have been conscientious in discussing sensitive events in history and have deserve huge credit for providing nuanced perspectives on issues such as: communism, effective leadership and the dilemmas of ruling in the age of dictatorship. Many students have provided excellent work and some have already completed an assessment on the topic question.

<p>Analysis <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>	<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>	<p>Analysis <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>
<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>	<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>	<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>
<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>	<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>	<p>Policy <i>How often the politician can be shown that their efforts to help the poor have led to any problems for voters.</i></p>

Year 10 History – The First World War: Health and Medicine in the Trenches

Students completed their Paper 1: Medicine through time course before starting a revision course on the First World War. Many of our students voluntarily completed a practice assessment on medicine too.

[illegible]

Year 11 History – GCSE Paper 3: Weimar and Nazi Germany, 1918-39

A majority of our Year 11s have shown immense commitment to their studies, producing consistently impressive class work, and volunteering exam practice questions for marking. They have studied life in Nazi Germany and have completed their penultimate GCSE module

[illegible]


Year 12 History – GCE Paper 1: Germany 1989-89 & GCE Paper 2: Paper 2 Rise and Fall of Fascism in Italy, c1911-46

All of our year 12 cohort have shown real tenacity in remaining on top of their A-level work. Students have tackled two of Europe's infamous dictatorships, focusing largely on the Foreign Policy of Adolf Hitler and the Nazi party, as well as the domestic opcity of Benito Mussolini. Students have assessed historians work and produced their own interpretations throughout the lockdown period.

[illegible]

**Year 13 History – GCE Paper 3: British Experience of Warfare
and Paper 4: Coursework**

Our A Level historians have grafted hard this term on their two toughest challenges Paper 3 and Coursework. Students have been studying the First World War, producing impressive analysis of complex questions such as 'Were the British Army really 'Lions led by Donkeys'? Students are also finalizing their coursework ready for submission after half term.



Manuscript Information

Manuscript Number:

Accession Number:

Inventory Number:

Classification:

Description:

Notes:

1. General Information

Title:

Author:

Editor:

Translator:

Reviewer:

Comments:

2. Bibliography

References:

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3. Additional Information

Keywords:

Subjects:

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Comments:

Manuscript Information

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Classification:

Description:

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1. General Information

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Reviewer:

Comments:

2. Bibliography

References:

Notes:

Dr Longson
Head of History

Lockdown Art with JRCS students

Six weeks in lockdown have not dampened the creative energy within JRCS students. Across the Borough our students have been picking up their pencils, paintbrushes, pens and more to create some truly breath-taking work. Students have looked at a wide variety of genres and approaches and focused upon specific artists such as Wassily Kandinsky, Claude Monet and Michael Craig-Martin to help them with their ideas. The Art Department is proud of all of our students who have summoned the effort to explore their creative impulses during these difficult times. Here are some examples of work that we received over the last term that really brightened up our days as Art teachers!



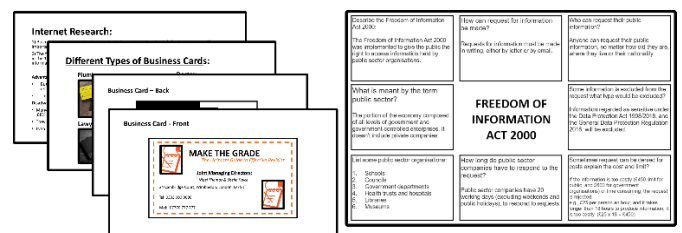


Mr Hassan, Ms Franz and Ms Levene
Art Department

Computing

Continuing Computing lessons during this lockdown has been especially challenging given the hardware requirements the subject has. It has therefore been inspirational to see how many of our students have worked hard to overcome any issues and they have genuinely found some great resources online themselves. It is great to see the passion and resourcefulness the students have with their learning and we cannot wait to have them back in the computing rooms!

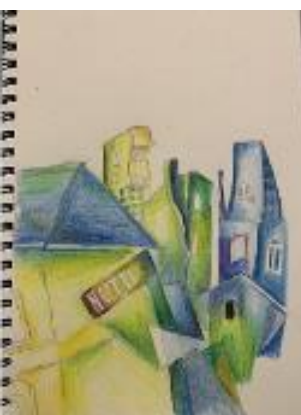
We have been covering a varied selection of topics in both KS3 and KS4 from Coding skills, Business Computing, Binary Addition, Ethics of computing and many more. Here are some examples of the remote learning work we have received.



Mr Campbell
Head of Computing

Technology

Over the last half term in DT, students have been working into a range of skills looking into the reason's designers design products and the considerations that influence the products we design and buy. Within Food & Catering students have been learning about the food preparation skills they will need when taking part in practical lessons. This half term has been very busy for all our KS4



students as they have been working towards their final pieces of GCSE and BTEC course work.

We have had lots of work completed that has shown as always how our students push themselves to achieve more.

Miss McKenzie
Technology

Year 10

Year 10 have shown amazing dedication to remote learning this half-term. We have been so proud of all the Year 10 students that have gone above and beyond to still achieve under really difficult circumstances whether that be working remotely from home or in Support School. A big thank you also goes to all the parents who have helped support students, kept us updated with what is going on outside of school and consistently encouraged our young people to aim higher and do better.

We have sent a huge 80 LOCs to students who have been committed to completing all tasks set in their GCSE subjects this half-term. The Year Team also sent out treat packs to our most committed students as a token of our appreciation. Next we will focus on students who have really worked hard to get into a routine and improve their engagement so we look forward to sending out more LOCs and treat packs in the coming weeks.

I am sure the new skills students have developed in self-discipline, time management and organisation will serve them well when they return to school. We can't wait to have them back!

Year 10 Treat Packs



Mrs Rowland
Head of Year 10

Maths Department

Firstly, can I say a huge well done to all our students for the Maths work they have

submitted. The level of engagement, quality and standard of work is really impressive. In true JRCS fashion the students have risen to the challenge of working remotely and produced some outstanding work. None more so than the engagement with Timestables Rockstar, which has continued to be a big hit with our students. There were many students on the Timestables Rockstar leader board, however special mentions go out to the following:

7F for the greatest accuracy among the year group and the fastest average speed of 1.6 seconds per question, with Goodness having the fastest time per question of 0.56 seconds. Logan in Year 7 for the fastest time in the school with 0.45 seconds per questions – truly amazing and having accrued the most career earnings in Year 7 with 383 870 coins. Theo (963,798), Daniels (431,053) in Year 9 and Michal Year 8 (407,643) remain top of the leader board with the most career earnings in their year groups.

Other students worthy of a mention, who have produced some excellent work: Leonard, Nikus, Nivrita (Year 7), Mariya, Logan (Year 8), Elizabeth, Yu, Kye (Year 9) and a special mention for Nathan (Year 9) who produced this lovely piece of work on parts of a circle.

I would also like to mention our KS4 and 5 students have continued working towards the end of their respective courses in preparation for their next steps. The engagement and quality of work has been particularly high from: Adam, Daria, Skyla, Amelia, Arafat, Keira, Hope, Luis, Lisa and Edi Pintilli to name but a few.

At KS5 staff have been impressed with the work completed by all our students in particular Samuel, Laura, Ire, Tahi, Joanna, Foyasai, Gabija and many more.

Lots of the Maths staff sent me pictures and comments about their students but a few in particular stood out as encapsulating our school and students,

“She has been amazing all half term. Consistent in submitting all work and completing all tasks set. I love it how she always self-assesses and sometimes reflects on her learning.” Julia (Year 10).

"Brandon is very organised and disciplined. He has been consistently engaged and submits all work daily." Brandon (Year 10).

"Jack has been awesome at completing his work over and beyond what has been set. He is very disciplined and engages with all tasks set!" Jack (Year 7).

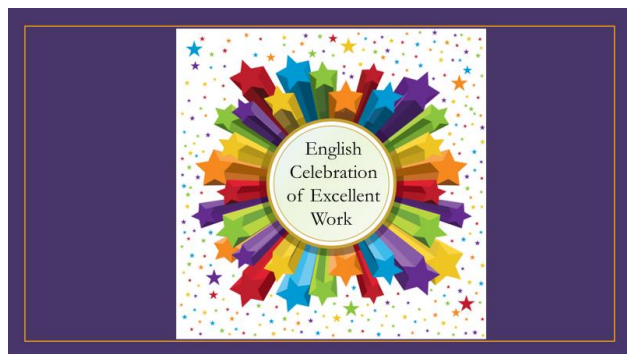
"Porscha and Aiyana have the highest work ethics when it comes to completing their Maths work. They are focused and always try their best. Porscha has always submitted her work for every task since January. She is absolutely amazing!" Porscha and Aiyana (Year 10).

Well done to you all. The commitment of those mentioned above, but also all students towards their Maths work has been greatly appreciated and while I cannot mention every student, your hard work does not go unnoticed!

Finally, a special mention for two students Hanya (Year 8) and Rhemson (Year 7) for some really great work. Hanya, along with some other students in Year 8, had been working on 3D shapes and had produced an excellent cube. Rhemson had been working the properties of addition and subtraction and produced a lovely page of notes on the use of bar models.

Mr Gaudoin
Director of Learning for Mathematics and Numeracy

English



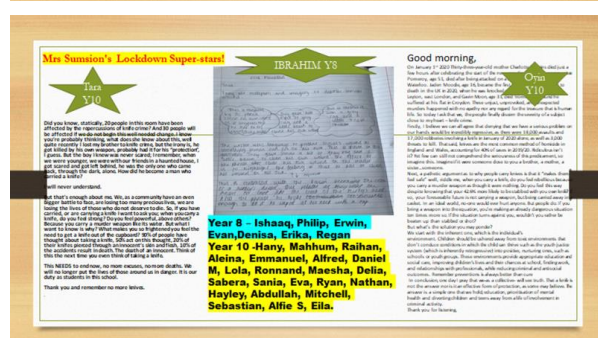
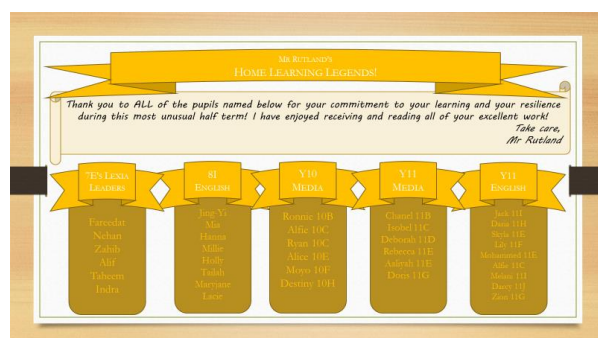
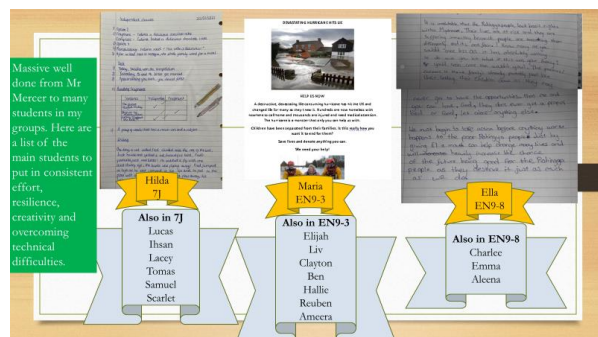
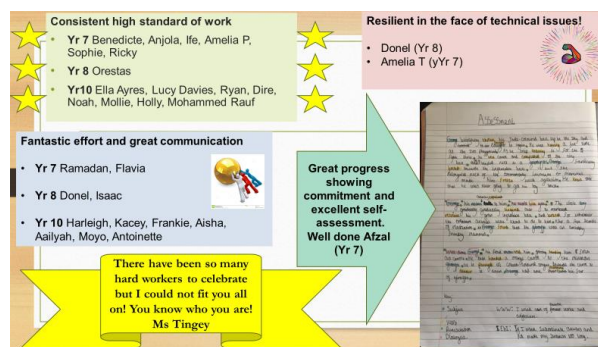
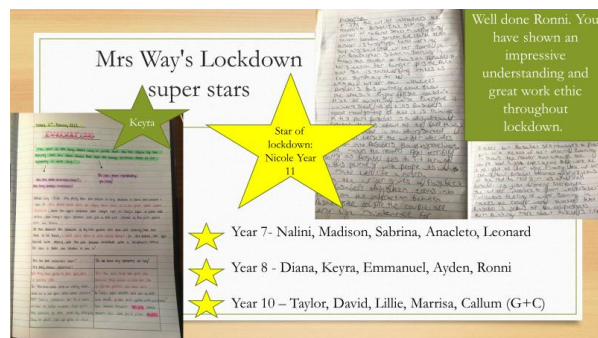
Mrs Gray says a huge well done to.....
Ella Hunt Year 11 G2
Ella completed all her tasks to the highest standard, was brilliant with communication and always reached out when she needed it. Ella produced outstanding work modelled here on the left, including some 100% exam answers.
Thank you, Ella!

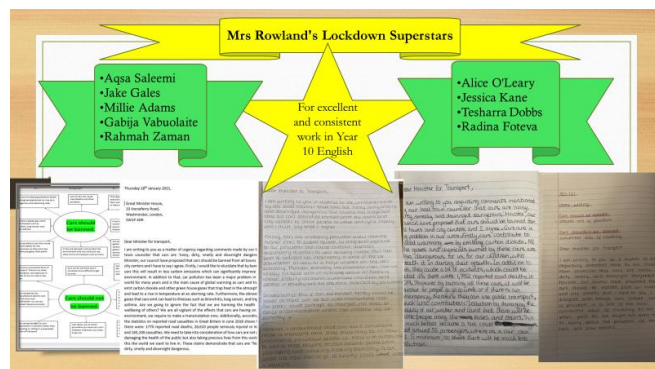
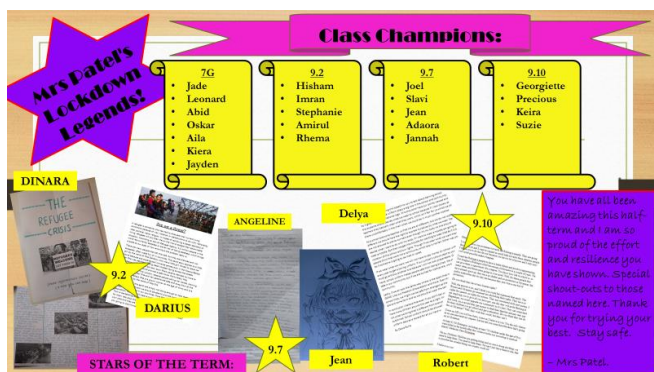
Mrs Gray also celebrates these lockdown legends:
Elias Dragoi Year 11- Always completed work on time and asked for support, sent lovely thank you messages and asked for extra work to push himself. Well done!
Fabiola Kiss Year 11- Completed work to an exceptional standard, contacted me for support and acted on all my feedback. Fabiola always said thank you and modelled resilience in difficult times. Well done!
Samuel Ali Year 11- Resilient, edited work, committed to feedback and always sent lovely communication to keep me updated. Well done!
James David Year 13- James gave 100% effort in our live lessons, he was confident in sharing answers, supporting others, exploring difficult concepts and was fully engaged in our most difficult topic yet.

My final thank you to:
11G2: Gloriane, Preslie,
Doris, Mayonez, Dylan,
Paulos, Mariyah, Rebekah,
Sammi, Edvardas, Edson,
Williams, Jenny, Filip

Big thank you to:
11G10 and 11G6: Simone,
Callum, Lia, Oliver, Tomi,
Summer, Dylan, Demi, Alfie

Hugely proud of
Year 13 Literature
who achieved
100% attendance
in my live lessons
on Hamlet!!





Mrs Gray
Head of English

PDE are so proud...

As a Department we are proud of your resilience, hard work, effort, dedication and even managing to make us laugh during this remote learning period. The PDE Team would like to give a BIG thank you to all of you who have communicated with us during this time, asked how we were coping with the lockdown, we have been supporting each other and of course all your quality pieces of work which has simply been amazing. We cannot thank all of you but would like to highlight some students who have really gone above and beyond during this challenging time.

Year 7

Miss Salter - Mariyah; great effort and quality of work has been brilliant.

Miss McMillian - Joseph:- all work submitted to a good standard and queries if unsure.

Sophie- excellent work throughout the lockdown. Kye - completed all work to a good standard and beautifully presented.

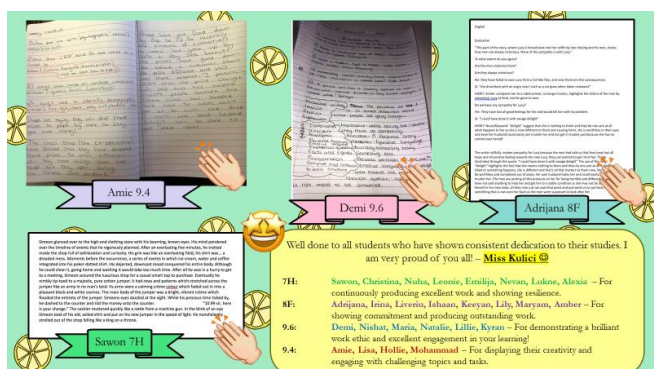
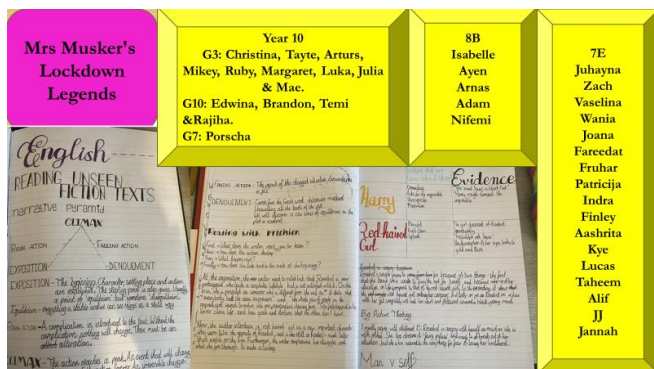
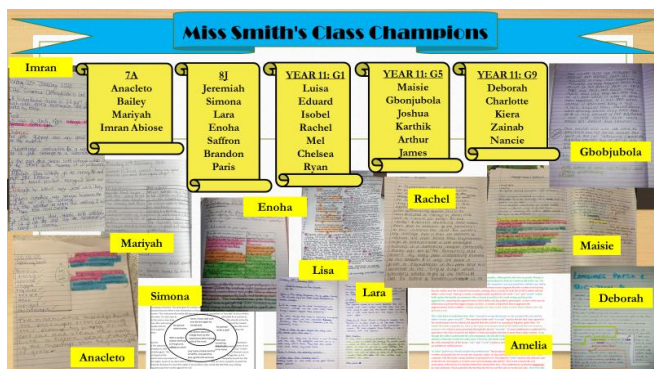
Miss Hector I am very impressed with the short video Kelsie produced to explain her story board and the consistent hard work and effort from Isra, Luka, Gabriell, Isabella, Rosie, Yasin, Vinnie and Claudia.

Miss Mitchell: Lacey for excellent work.

Year 8

Miss McMillian: Divine, Sophie, Emmanuella, Karina and Anika, produced brilliant work, all activities completed and some challenge tasks too with beautiful presentation- clear time and dedication.

Miss Hector: Josh, Erwin, Evan, Ibrahim and Denisa are my Human Rights superstars, with amazing content and so much learning has occurred – keep it up!



Year 9

Miss Salter: Gabija: great effort and quality of work has been brilliant

Miss Hector: Ayesha, Amie, Hisham, Emma, Hollie, Ameera, Amir, Reuben, Keira.

Meda, Dinara, Nathan, Precious, Angelina, Alina and Noor-ul-ain.

Anna, Delya, Natalie and Ella has shown real consistency and dedication to the leadership unit.

Miss McMillian: Hannah has shown resilience throughout the lockdown and clearly engaged in her learning and produced good pieces of work.

Year 10

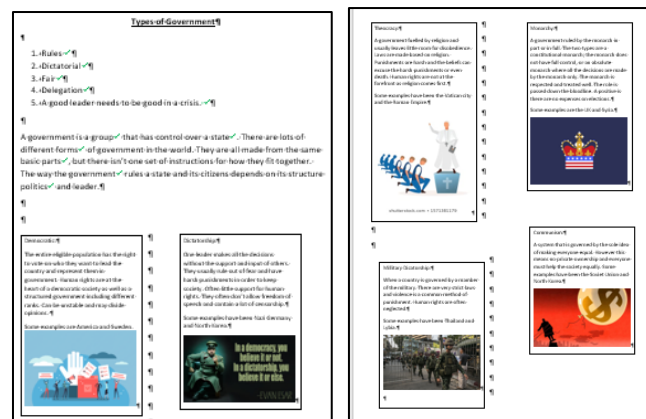
Miss McMillian: Sabera Very good assessment piece- 10 marker response and shown dedication throughout the lockdown. Hany - fantastic work- detailed, all activities attempted to a very good standard, produced an excellent 10 and 15 marker response

Miss Mambuini: excellent work for GCSE Citizenship by Oyin. Through this time of uncertainty, Oyin continues to show resilience in all given tasks. Delia, Aqsa, Rahmah, Radina who also deserve recognition for their hard work, efforts, and resilience. Most progress: Brandon. David. Very impressive and encouraging to see such engagement from some students. It gives me as a teacher the strength to continue pushing my students.

Year 11

Miss Hector and Miss Mitchell: Noorjahan, Ali, Rayyan, Melani, Simone, Danie, Ramona, Luisa, Reshauna (thank you for your kind email as well), Doris, Glorian, Zainab, Edvarda, Sajid, Hope, Elias, Nicky, Irene, Imogen and Bisma for your dedication to ensure that the weekly tasks have been completed and the focus being achieve.

Miss McMillian: Elias - massive improvement in themed assessment and clear engagement towards his learning.



Take care and we are looking forward to seeing you all soon.

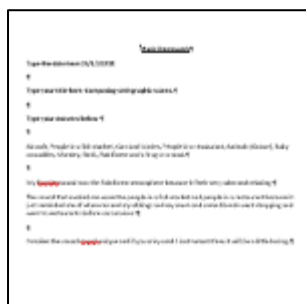
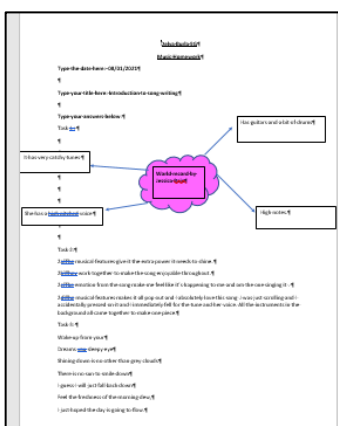
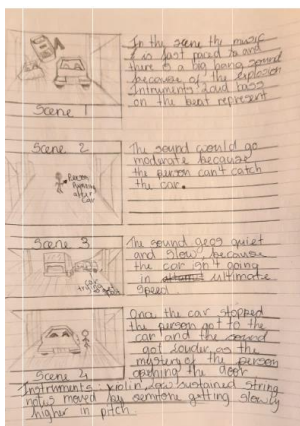
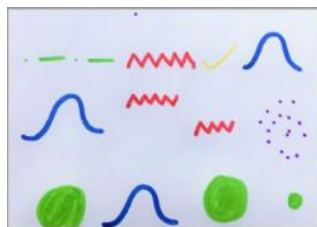
Miss Hector, Miss Mitchell, Miss Mambuini, Miss McMillian and Miss Salter!

Music Department Update

This half term, in our move to online remote learning, students have engaged in creative music making activities learning about Graphic Scores in Year 7, Film Music in Year 8 and Song Writing for pop songs in Year 9. Students in Year 10 have continued to develop their knowledge and understanding of music from the Rock and Pop genre, with Year 11 GCSE Music students practically exploring rhythms from around the world, as they continue to prepare for this year's qualification.

We are so pleased with the quality of work received from students, and many students will have received LOCs throughout the half term. We are delighted that JRCS students have been able to continue engaging with their instrumental lessons via live online teaching from our Instrumental teaching staff and from teachers at the Community Music Service. We have delivered lessons for the last two weeks to students working from home, as well as some students who attend Support School. Huge thanks to everyone involved in getting this set up and making provision for our young people.





We look forward to getting more students creating music online next half term, to ensure that creativity continues in our subject. Please contact Miss Ford by email with any queries

about online instrumental lessons and your music teacher via the Teams Chat with any questions about your weekly curriculum lessons.

Miss Hurst
Head of Music

Year 9

I am proud of Year 9 for engaging so well in the options process. Over 90% of you have watched Mr Smith's video about selecting your options and the subject specific videos on Teams, please look out for many more in the new half term!!

Lots of brilliant things have been taking place among our year group with Jack and Samantha are currently taking a Youth Sports Trust Unified Action course. Consisting of online workshops, live webinars and conferences they are now constructing their own joint project. This will look to engage with a large section of our students of all faiths and backgrounds to take up regular physical and sporting activity and sustain that. Working with an elite athlete mentor they are developing their own leadership and communication skill sets.

We wish them well!!

I have received high praise for those in support school from several teachers for their mature attitudes and dedication to producing good work, keep up the hard work and I look forward to more cookies being made!!

Our students have been completing some brilliant pieces of practical work at home, below is a fantastic piece of 3D Art homework from Skye that she sent to her teacher, well done Skye!!



Miss Thomas
Head of Year 9

Science Department – Outstanding staff – Outstanding students – Outstanding work

Lockdown continues, it's hard for all, but JCRS students always raise to a challenge and have been producing work of the highest quality from Year 7 up-to and including Year 13. Despite the difficulties of spending long hours every day working from their mobile, laptop or computer, staff have produced lessons and assessments and students have completed them. It's new, it's different, very time consuming but exciting and rewarding. Well done everyone, from Year 12 and 13 A Level lessons to Year 7 essays, Year 10 and 11 assessments to Year 9 projects. TEAM is the appropriate word – TEAM JRCS.

The attitude of the students has been fantastic and is summed up by this e-mail from Ricky to his Science teacher 'here is my work for this lesson. I didn't understand a lot of it but I tried my hardest' Ricky – you are a star! So, below is an extremely small sample of some of the work our students have been submitting. But, first of all – here are some of their names:

Year 7 Stars	Year 10 Stars
Abid	Aaliya
Alexi	Adrina
Ali,	Aleina
Archie	Alfred
Ashrita,	Alice
Alexia	Alice-May
Claudia	Angel
Danil	Anjum,
Doriona	Aqsa
Erin	Bobby
Fareedat,	Brandon
Fruhar,	Chloe
Goodness	Christina
Greblikaite,	Damla
Hasnat,	Daniel
Hilda	Danny
Ifeoma	Delia
Isabella	Destiny
Iustina	Ella,
Jack	Eila
Jade	Ellie
Jannah,	Emmanuel
Joana,	Eva
John,	Fawaz
Jossy,	Frankie,
Juhayna,	Gabija
Keira	Gift
Kye,	Hafza,
Lary	Hany
Laviva	Harleigh,
Leonard	Holly
Lucas	Jace
Lucas,	Jessica
Luka	Jimmy
Marcel	Jorthy
Mohammed	Joseph
Muhammad	Juhaina,
Nnadi	Julia
Oluwatise	Kaniz,
Oskar	Katie
Ricky	Kira
Saqib,	Leonardo
Scarlet	Lola
Scarlett	Lubna,
Serksnaite,	Lucy,
Timaru,	Maesha
Uddin	Mahhum
Valentina	Mahhum
Vinnie	Marwaan
Yesmin	Mikey
	Millie
Year 8 Stars	Mimi
Alfie	Mitchell


Amy	Mohammed
Ana	Mollie
Archie	Noahan
Ashley-Kay	Omolola
Denesia	Oyinkansola
Eddi	Pac
Enoha	Porscha
Erwin	Radina
Holly	Rahmah
Honeymae	Raihan
Irina	Ronnand
Janis	Ryan
Joshua	Sabera
Marina	Sania
Maryam	Seanan,
Mavado	Stacey
Millie	Stella
Omolara	Tara,
Orestas	Ugne,
Osahon	Zac,
Philip	
Safi	Year 11 Stars
Tailah	Alexander,
Titilope	Ali,
Tyler	Angelos,
	Arafat
Year 9 Stars	Asiya
Aleena	Aylin,
Ameera	Callie
Amie	Charis,
Anna	Charlotte,
Aymaan	Courtney,
Charlie	Danie,
Clayton	Daniel,
Darius	Daria,
Delya	Donte
Derek	Doris,
Dionela	Dylan,
Ella	Ediri,
Georgette I	Edson,
Hallie	Edvardas,
Hannah	Ehin,
Hisham	Elijah
Hollie	Ella,
Lamin	Ella,
Maria	Filip,
Mason	Glorianne,
Mayowa	Goda
Meda	Goda,
Mustafa	Hope
Nathan	Isobel,
Olivia	Jack,
Robert	Jenny,
Sian	Kiera

Sienna	Lawrence
Skye	Lewis,
Suzie	Lewis,
Vinna	Liepa
Yasmine	Lisa,
	Luisa
	Maisey
	Mariyah,
	Mason,
	Mayowa,
	Megan,
	Mel,
	Melani,
	Migle
	Muhammed,
	Muhhamed,
	Narcis-Eduard,
	Niall,
	Noorjahan
	Oktawia
	Orestas,
	Paulos,
	Presdie,
	Rachel,
	Ramona
	Rebeka,
	Ryan,
	Sadiqua
	Sammi,
	Selin
	Selin,
	Skyla,
	Sophie
	Victoria
	Williams,
	Yasmeen,

And here are two great examples of work from Katelyn and Alizain.

Designing an Eco-House

Shows the three different ways that heat can escape from this house. Explain why the heat escapes using ideas about conduction, convection and radiation.



Using convection, the warm particles of the house can escape when the window is open, filling the house with the cold particles.

Using conduction, the walls will absorb the heat particles as they are a good thermal conductor.

Using radiation, the warm particles are being absorbed by the golden chain on the door, losing heat.

Features	How does this feature make the house more eco-friendly?
Solar panels	They consist of solar cells, absorbing the sun's renewable energy. As a result, it will not harm the environment and will never run out of energy.
Loft insulation	They enable less heat to be lost. As a result, they do not deliver wasted energy.
Double glazing	Double glazing prevents radiation, stopping wasted thermal energy damaging the windows and prevents the wasted source of noise in this case.
Wind turbine	Firstly, they are placed in places not damaging the environment like the sea or further away. They produce harmful, clean electricity, saving the environment and preventing fires.
Recycling bins	They ensure that stuff is recycled. This benefits the environment in many ways. Like creating a beautiful landscape, saves a lot of money, stuff could be reused and prevents CO2 in the air.
Cavity wall insulation	This stops unnecessary heat arriving the house. As a result, it prevents useless energy becoming wasted.
Large windows	Wind will always be there. Instead of consisting the use of the air conditioner, you can take the air to your electricity.


Designing an Eco-House

Shows the three different ways that heat can escape from this house. Explain why the heat escapes using ideas about conduction, convection and radiation.

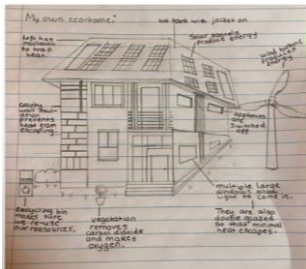
Windows: Radiation through glazing occurs when the inner panes of glass absorb the heat generated from the internally is transmitted to the cooler outside pane via conduction.

Chimney: The heat of combustion sends the waste gases up through the chimney, and the settling convection current draws even more air toward the fireplace. The gases rising through the chimney carry away most of the heat the fire produces.

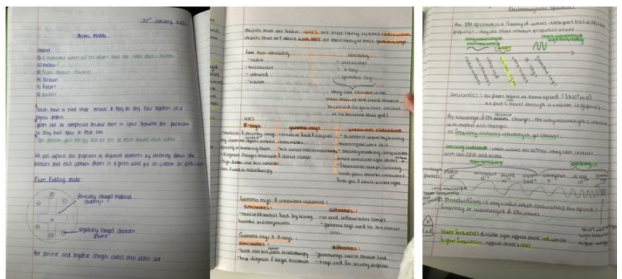
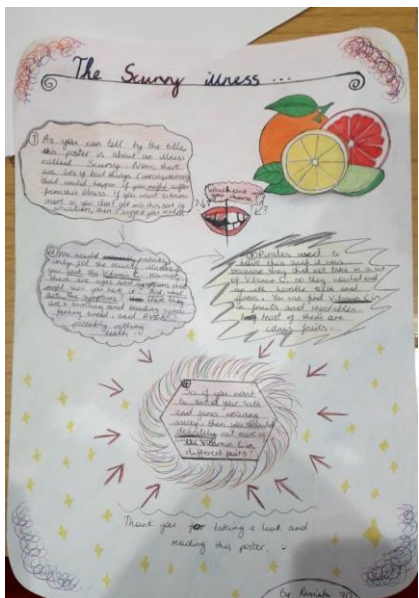
Roof: Heat energy is transferred from homes by conduction through the walls, floor, roof and windows. It is also transferred from homes by convection. For example, cold air can enter the house through gaps in doors and windows, and convection currents can transfer heat energy in the loft to the roof tiles.



Features	How does this feature make the house more eco-friendly?
Solar panels	Using solar panels means that you are not producing greenhouse gases or contributing to global warming. It reduces the wasted energy that you use, by taking energy from the sun.
Loft insulation	Loft insulation reduces the amount of energy being lost by heating.
Double glazing	Double glazing windows act as a shield against cold weather, meaning you use less heating, which reduces electricity bills while helping the planet.
Wind turbine	Wind energy doesn't pollute the air like power plants that rely on combustion and is sustainable.
Recycling bins	Recycling bins are eco-friendly because they reduce the amount of waste and plastic. This means that the materials can be reused and pollution is decreased.
Cavity wall insulation	Cavity wall insulation does not allow heat to transfer quickly, which keeps the house more warm, therefore people are using less heating.



A poster on Scurvy by Raminta



And of course – don't forget

Year 12 Stars	Year 13 Stars
Anika,	Amriya
Ashvini	Adetoyese,
Ayaan,	Andreia,
Balakrishnan,	Dowridge,
Bridget,	Edita,
Edward,	Gabija,
Emily	Ionescu,
Emmanuella,	Ire
Faith,	Jennifer,
Honey,	Jessica,
Judith	Joana,
Laryea,	Maisie,
Olajide,	Najwa
Samuela,	Ntiri,
Zahra,	Omyma
	Tahir
	Tiana
	Tu,

Science Department

Religious Studies

During this challenging time the RS Department have been very impressed with the dedication, resilience and application that many of our students have shown to remote learning. Despite everything that is mentioned in the press about exams, our Sixth Form students have been particularly diligent, showing good understanding of many difficult theories and continuing to work as hard as ever. Particularly in Year 13 we would like to mention Holly, Jack, Qaise and Millie and in Year 12 Karina and Rebecca for their efforts and attitude to learning. Our Year 10s and 11s continue to deal with difficult topics such as euthanasia, life after death and the death penalty with maturity, expressing their opinions through the tasks they are set. Again, even with all the challenges they have faced, Year 11s have made lots of good progress over the last half term. Many KS3 students have taken remote learning in their stride and go above and beyond teacher expectations. We have been so pleased to give out many credits and LOC's for the outstanding work they have produced. All the RS teachers are looking forward to seeing students back in the classroom as soon as possible.

Student names for recognition

Year 12: Rebecca, Karina and Alagie

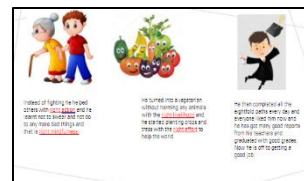
Year 13: Holly, Millie, Jack and Qaise

Religious Studies – Remote Learning work

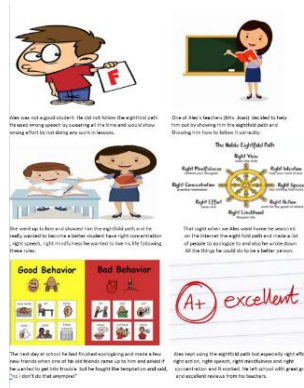
Stacey – Year 7



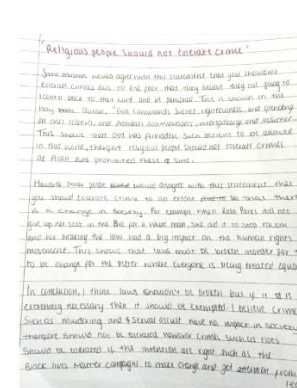
Ihsan – Year 7



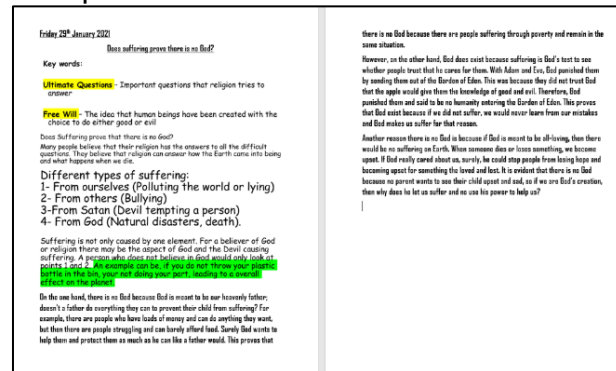
Kiera – Year 7



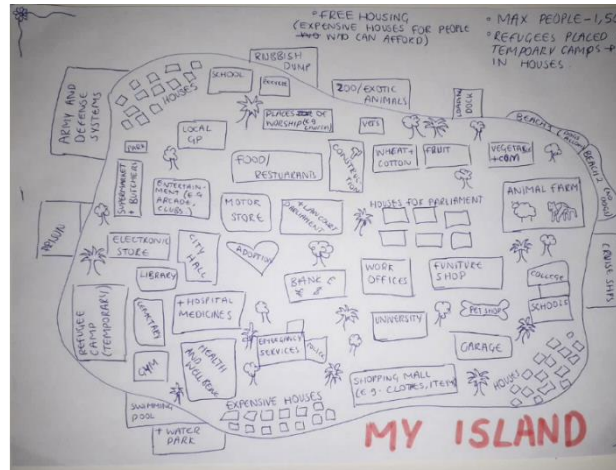
Sabera – Year 10



Ishaq – Year 8



Ameera – Year 9



Mimi – Year 10

2022 Religious Studies – Attributes to law breakers and different bases of crime

Instructions about

Task 1 – Research 3 other individuals who have fought against unfair laws. Must think American Civil Rights. Using journal and internet will also help

Name	What were they fighting against	What happened to them
1. Nelson Mandela	Freedom, freedom and democracy, especially in South Africa	Put in prison for 27 years
2. Rosa Parks	Ending racism against African Americans	Arrested from her job, driven out of Montgomery, Alabama
3. Martin Luther King Jr.	Ending racism against African Americans	Assassinated
4. Emily Wilding Kenton	Ending racism against African Americans	Put in prison for 16 years

Task 2 – Research different examples of these crimes. What happened and what punishment was given to the individual?

Hint: You may be able to use the examples you did for homework over Christmas

Type of crime	Example	Punishment
Hate Crime	In 1998, a gay American student was beaten to death by others	Death
Theft	Caught on camera stealing from a shop	Caught and imprisoned for life
Murder	Two men were killed by a woman	Put in prison, broke egg, and caught, sentenced to death for the electric chair

Task 3 – Using the annotated slide add religious points of view to this table

Religious arguments that might support lawbreakers	Religious arguments that might be against lawbreakers
Christians do not believe that people are good but people can be tempted to do wrong and break the law. Christians are taught to love the sinner, hate the sin.	Muslims believe in the concept of fitra and therefore they do not think anyone has the right to disrespect someone else.
If a person breaks a law it is seen as going against the principles and values of the Qur'an and Sharia.	

Task 4 – Finally, complete this 32 markers. Add an answer to answer it is in the annotated.

Religious people should not tolerate crime. I do not

In my opinion, I don't think religious people should tolerate crime. For example, if a religion that is followed and heard by millions of people, it could be normalizing that crime can be acceptable. This shows us that it's not good to teach the tolerance of crime.

On the other hand, I think that it is good for religious people to tolerate crime. For example, Christians do not believe that people are good but that people can be tempted to do wrong and break the law. Christians are taught to 'love the sinner, hate the sin'. This shows us that maybe forgiveness should be portrayed more in some cases rather than continuous punishment.

In conclusion, I think that depending on the situation I think it can be good or bad for religious people to tolerate crime.

Mr Kendall
Head of Religious Studies

Recipes from Aspens

Brownies:



Ingredients

- 1 1/2 cups granulated sugar
- 3/4 cup all-purpose flour
- 2/3 cup cocoa powder, sifted if lumpy
- 1/2 cup icing sugar, sifted if lumpy
- 1/2 cup dark chocolate chips
- 3/4 teaspoons salt
- 2 large eggs
- 1/2 cup vegetable oil
- 2 tablespoons water
- 1/2 teaspoon vanilla

Instructions Please have an adult to help

1. Preheat the oven to 160° c. Lightly grease an **8x8 baking dish** with a bit of butter or margarine and line it with parchment paper.
2. In a medium bowl, combine the sugar, flour, cocoa powder, icing sugar, chocolate chips, and salt.
3. In a large bowl, whisk together the eggs, oil, water, and vanilla.
4. Sprinkle the dry mix over the wet mix and stir until just combined.
5. Pour the batter into the prepared pan and use a spatula to smooth the top. Bake for 25 - 30 min. When testing

with a toothpick it still needs to be wet in the centre. A good indication is when it has risen and cracks form round the outside. (note: it's better to pull the brownies out early than to leave them in too long). **Cool completely before slicing.**

Chicken Tacos:



Ingredients

Ingredients

- 250g plain flour , plus extra for dusting
- 2 tbsp vegetable oil
- 2 tbsp taco or fajita seasoning
- 5-6 skinless chicken breasts, sliced
- 1/4 red cabbage, finely shredded
- 3 lime , 1 juiced, 2 cut into wedges
- small bunch of coriander , chopped
- 4 sweetcorn cobs, kernels sliced off, or 400g frozen sweetcorn
- 400g can black beans, drained & rinsed
- 2 garlic clove , crushed
- 4 tbsp greek yoghurt to serve
- chilli sauc , to serve

Method Please have an adult to help

STEP 1

Combine the flour with half the oil and a small pinch of salt in a bowl. Pour over 125-150ml warm water, then bring together into a soft dough with your hands. Cut into six equal pieces, then cut four of the pieces in half again, so you have eight small pieces and two large. Roll all the pieces out on a floured work surface until they're as thin as you can get them.

STEP 2

Heat a dry frying pan over a medium-high heat and cook the small and large

tortillas for 2-3 mins on each side until golden and toasted (do this one at a time). *Leave the large tortillas to cool, then cover and reserve for use in the lunchboxes (see tip below).* Keep the small tortillas warm in foil.

STEP 3

Sprinkle the taco seasoning over the chicken in a bowl, and mix to combine. Mix the cabbage with the lime juice, half the coriander and some seasoning in another bowl, then leave to pickle.

STEP 4

Meanwhile, heat two frying pans over a high heat. Divide the remaining oil between the pans and fry the sweetcorn and a pinch of salt until sizzling and turning golden, stirring occasionally – you want the sweetcorn to char slightly, as this adds flavour, so you may need to leave it to cook undisturbed for a bit. While the sweetcorn cooks and chars, fry the chicken in the larger pan until cooked through and golden (you may need to do this in batches).

STEP 5

Tip the black beans and garlic into the sweetcorn and stir to warm through. Squeeze over two of the lime wedges.

STEP 6

Now you are ready to build your own tacos.

Chocolate Tiffin:



Ingredients

150g butter,
3 tbsp caster sugar

3 tbsp golden syrup
6 tsp cocoa powder
225g biscuits, crushed not too finely
handful of raisins
110g milk chocolate
110g dark chocolate

Method Please have an adult to help

STEP 1

Butter and line a 15-20cm tin with baking parchment. In a large saucepan, melt the butter, sugar, syrup and cocoa. Stir through the biscuits and raisins.

STEP 2

Pour the mixture into the prepared tin and press down, then smooth the top with the back of a spoon. Microwave both chocolates in short 20 second bursts, stirring frequently, until melted. Pour them over the mixture in the tin. Use a palette knife or spoon to smooth over, so it's completely coated in chocolate.

STEP 3

Put the tin into the fridge and leave for about 2 hrs to set, or overnight. Run a kitchen knife under the hot tap then cut into squares.

Choc Chip Cookies:



Ingredients

150g softened butter
150g golden caster sugar
1 egg
1 tsp vanilla extract
180-200g plain flour

½ tsp baking powder
200g chocolate buttons or chopped
chocolate

Method Please have an adult to help

STEP 1

Mix the butter and sugar together using an electric whisk or hand whisk until very light and fluffy, then beat in the egg and vanilla. Fold in the flour, baking powder, chocolate and ¼ tsp salt as quickly as you can. Don't overwork the dough as this will toughen the cookies.

STEP 2

For the best flavour, leave the mixture overnight: either cover the bowl and chill, or roll the mixture into balls and chill.

STEP 3

Heat the oven to 175°C and line two baking sheets with parchment. Divide the mixture into balls. Space out evenly on the baking sheets, leaving enough space between each to allow for spreading.

STEP 4

Bake the fresh cookies for 8-10 mins and the chilled ones for 10-12 mins, or until browned and a little crisp at the edges but still very soft in the middle – they will harden a little as they cool. Leave to cool on the tray for a few minutes before eating warm, or transfer to a wire rack to cool completely.

Sausage Rolls:



Ingredients

375g all-butter puff pastry
Flour for dusting
2 tbsp pickle or chutney
400g sausage meat or sausages, skins
removed
1 egg beaten

Method Please have an adult to help

STEP 1

Roll out the pastry to a 35 x 30cm rectangle on a surface lightly dusted with flour. Trim the edges neatly, then cut in half lengthways to form two long strips. Spread with a thin layer of th, pickle or chutney, leaving a border along the edges.

STEP 2

Tip the sausage meat into a large bowl, add 3 tbsp cold water and squash together. Divide the mixture in two and mould each half into a cylindrical shape. Put each portion of meat into the middle of a pastry strip, leaving a border at either side. Brush the pastry border and the top of the sausage mix with the beaten egg. Fold one edge of the pastry over the meat and roll to encase, then use a fork to press the pastry edges together. Cut the sausage rolls into 5cm lengths and arrange on a lined baking tray. Chill for 20 mins.

STEP 3

Heat oven to 200C/180C. Brush the sausage rolls with the rest of the beaten egg. Bake for 30-35 mins until the pastry is golden. Transfer the sausage rolls to a wire rack and leave to cool for 10 mins.

Spaghetti Bolognese:



Ingredients

- 2 tbsp vegetable oil
- 400g beef mince
- 1 onion, diced
- 2 garlic cloves, crushed
- 100g carrots, grated
- 2 x 400g tin chopped tomatoes
- 400ml stock (made from a stock cube.

Ideally beef, but any will do)

- 400g dried spaghetti
- salt and pepper

Method Please have an adult to help

1. Heat a large saucepan over a medium heat. Add a tablespoon of vegetable oil and once hot add the beef mince and a pinch of salt and pepper. Cook the mince until well browned over a medium-high heat (be careful not to burn the mince. It just needs to be a dark brown colour). Once browned, transfer the mince to a bowl and set aside.
2. Add another tablespoon of oil to the saucepan you browned the mince in and turn the heat to medium. Add the onions and a pinch of salt and fry gently for 5-6 minutes, or until softened and translucent. Add the garlic and cook for another 2 minutes. Add the grated carrot then pour the mince and any juices in the bowl back into the saucepan.
3. Add the tomatoes to the pan and stir well to mix. Pour in the stock, bring to a simmer and then reduce the temperature to simmer gently for 45 minutes, or until the sauce is thick and rich. Taste and adjust the seasoning as necessary.
4. When ready to cook the spaghetti, heat a large saucepan of water and add a pinch of salt. Cook according to the packet instructions. Once the spaghetti is cooked through, drain and add to the pan with the bolognese sauce. Mix well and serve.

Tuna Pasta Bake:



Ingredients

- 300g Penne pasta
- 100g Frozen peas
- 50g Butter
- 50g Plain Flour
- 600ml milk
- 2x 185g Tins of tuna
- 1x tin sweet corn
- 100g cheddar cheese

METHOD Please have an adult to help

1. Bring a pan of water to the boil. Add pasta, cook for approximately 10 min till done. Add peas in with pasta for the last 2 minutes. Drain pasta and peas then add sweet corn and tuna. Mix well.
2. In a separate pan melt butter then add flour and stir until smooth paste. Cook for 2 min.
3. Add milk slowly while stirring ensuring no lumps are left. Cook for a few more minutes while occasionally stirring. Remove from heat once thickened
4. Mix sauce in with pasta and top with cheese.
5. Place Pasta in an ovenproof dish and place under the grill or hot oven to melt the cheese.

AT JO RICHARDSON WE

Aspire to be our best
Commit to our learning
Hold high standards in everything we do
Involve ourselves in our communities
Engage with all opportunities
Value, care for and respect each other
Establish resilience



SUCCESS FOR ALL