

## Year 11 Weekly Bulletin

### Spring term – 29/01/21

#### SLT Message

Hi Year 11

I wanted to share some exciting news with you all – Mrs Allsopp gave birth to a baby girl on 22<sup>nd</sup> December, so we had a lovely family Christmas with a new born. Her big brother adores her already! I do hope that you and all of your family had a fantastic Christmas and New Year – though I have been on paternity leave, Mrs Hillier and the rest of the senior team have kept me in the loop of how well you are all adapting to your online learning.

Whether it be you successfully completing the 'Mindfulness Maze' or having a go at the History quiz (looking at the previous week, I scored 8 (without Google!, Mr Baker will be pleased!), I hope you are finding time away from your live lessons to engage in some of the many extracurricular activities that are taking place.

Mr Tatton has forwarded me some amazing work that you have completed, please continue to work hard – it will really help you upon your return to SUA.

As you will know from the news, it's an everchanging landscape for you as Year 11 students; I remember standing in front of you only a few weeks ago to say exams are happening and to keep the rhythm of your studies going throughout the festive break. The direction has changed slightly but the message remains the same. Your performance and assessment work, that you complete between now and the summer, will form part of a much wider consideration of grades that you may achieve. As soon as we know more as an academy, you and your families will be the first to know. This means that your engagement and interactions with online learning are vital. Please ask your tutors, subject teachers, Mr Tatton or any member of the senior team if you feel you are struggling with anything. We are all here to help.

Don't forget that we have your parents' evening coming up – it's a great chance for your families to celebrate all of the great work you are completing and where you may be able to further improve. More details will follow about this from Mr Barnett-Richards.

The corridors and classrooms are too quiet without you all here, we are really looking forward to welcoming you all back to SUA as soon as we are able to.

Mr Allsopp



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# The Bulletin

## Thought of the week

**“The difference between average people and achieving people is their perception of and response to failure.”**

John Maxwell; American author, speaker and pastor, wrote this quote as part of his award-winning book ‘Failing Forward’. John Maxwell set up the ‘John Maxwell Company’ based on his belief that how we respond to a failing situation dictates how we are able to progress and ‘fail forward’ to success. As a result of this belief John Maxwell has trained more than 5 million leaders in 180 countries through his non-profit organization.

Maxwell's quote and belief structure can be seen as students, teachers and a community we can challenge our fixed mindset and through the words of John Maxwell ignite our growth mindset, thus enabling us to better deal with a failure and enable our failures to promote and advance our successes.

## Key information this week

Congratulations for completing another brilliant week of remote learning. It has been encouraging to see so many students actively participating in lessons and submitting work online. Each week, staff will nominate a student as a remote learning champion. Praise postcards will be sent home and reward points added to class charts.

Over the next few weeks your subjects will continue to set quizzes on a variety of platforms for you to complete. It is very important that you complete all quizzes as this is how we will monitor your progress whilst learning remotely. Please make sure that you have tried to log on to any of these platforms prior to the quiz lesson and contacted your subject teacher with any queries you might have.

As always attendance to lessons is really important which will continue to be monitored. We are also looking at your engagement in lessons, in terms of accessing chat and returning work to your teachers.

Educake – [www.educake.co.uk](http://www.educake.co.uk)

Username (this has been emailed to you)

Password: full school email address you will be prompted to change this when first logging on.

Seneca - [Seneca - Learn 2x Faster \(senecalearning.com\)](http://Seneca - Learn 2x Faster (senecalearning.com))

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Sign up using your school email address.

Your teacher will share an access code for your class to complete your work.

**GCSE pod** – [www.gcsepod.com](http://www.gcsepod.com)

Username: (this has been emailed to you)

Password: Your English teacher can reset this password if you cannot remember it.

**My Maths** – [www.mymaths.co.uk](http://www.mymaths.co.uk)

School

Log-in: suacademy

Password: multiple

## **Celebrations**

In every bulletin there will be an exciting opportunity for you to share successes with your peers; these maybe examples of work you are particularly proud of, or even some extra curricular activities you have been enjoying during lockdown, such as baking, playing an instrument, learning a new sporting skill etc.

I would love to share your successes with the rest of the year so please email them to me at [atatton@suacademy.co.uk](mailto:atatton@suacademy.co.uk).

As always, whether we are all in school or learning from home you will still receive Classcharts points towards your achievement milestones - so keep up the fabulous work!

Below are two pieces of work put together by two of our Year 11 students. It clearly shows they are working hard and want to achieve the best possible outcomes this summer.

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Liam Willis - English

**Look at how Romeo and Juliet speak and behave here. How do you think an audience might respond to this part of the play?**

The audience would possibly find the religious connotations in this scene significant as it connects to Romeo and Juliet's unity. An example of this would be "My lips, two blushing pilgrims, ready stand." This metaphor compares Romeo's lips, awaiting a kiss, to two pilgrims. The comparison to pilgrims helps describe Romeo's journey through love and finally finding true love in the form of Juliet. The religious connotations overall foreshadow Romeo and Juliet's marriage later in the play. An Elizabethan audience also would've been highly religious, so the religious connotations would appeal to them.

Romeo is also shown to be impulsive. An example of this is "Let lips do what hands do." This is a metaphor where Romeo describes pleasuring Juliet with a kiss. This shows Romeo almost immediately wanting to kiss Juliet right after meeting her for the first time. This goes back to the how infatuated Romeo was with Rosaline, yet this time his feelings are reciprocated. Both Elizabethan and modern audiences would feel that this shows Romeo as rather confident in how he approaches Juliet.

Juliet is quick to pick up on Romeo's overblown ideas of love. "You kiss by th' book." This is an unsubtle metaphor as it relates to how Romeo's ideas of love come from literature. Romeo is rather innocent and thinks that the books he reads give a realistic idea of love. An Elizabethan audience would've found it unrealistic as women were expected to marry not for love, but for wealth and status.

Romeo's mood quickly changes once he discovers that Juliet is a Capulet. "Ay, so I fear; the more is my unrest." Romeo fears that he won't be able to continue loving Juliet due to the feud between their families. The unrest that he feels is the frustration he would get from losing a chance to love. Again, the Elizabethan audience would mostly not understand the concept of courtly love and how the play is satirising the traditional values.

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# The Bulletin

Josh Tonkinson – Sports studies – Evaluation of his session

## Engaging

Positives	Negatives	Improvements
The positives to my session is that I made sure that everyone was wearing the correct clothing and had no jewellery in before the session had begun. I also checked the facility to make sure there were no health hazard such as water, mud and benches. I also checked the equipment to make sure that there were no faults and to ensure that the students would not pick up any injuries while using the equipment. Adding on I also checked the fire door and cleared any objects that would be blocking it just in case of an emergency.	The negatives to my session were that while I was checking all the equipment and setting up my drill there were students kicking a ball around this meant that injuries could occur if one of those balls were to hit someone on the head. The negatives to my session was that when I was checking everyone's equipment I found that I was losing time meaning there would be less time with the students engaging and participating in the drill. This then made it harder on myself as I tried to teach the same drills but in a shorter amount of time	The improvements to my session will be not to allow the students to use the equipment before the session has started that way less people will get injured. Next time I will ask the students to take out any jewellery and check clothing while exiting the changing room limiting time wasted.

## Safety

Positives	Negatives	Improvements
At the start of my session I re thought over my session skill improvement. I changed it because for the level of people I had in my session, it was too difficult for them to do. Therefore, I adjusted it slightly to challenge them instead of it being something they cannot do. Adding this helped them understand more and helped them improve their skills. I also had to the change the groups around to even the teams because one of the teams were much more skilfully advanced in the other meaning that they beating them by a substantial amount. Another positive adaptability is when I found out that I had only one goal so I had to make another goal using cones	The negatives were that some of the students found the drill and skill improvement very difficult because they had not played football before. Another negative is that during setting my session up I found that there was only one goal so I had to make a goal out of cones this would then of wasted some of my and the students time while they were waiting for me to finish	My improvements for my next session would be to create two different skill improvement's so that the students who had not played football before would have something basic but challenging and the students who play football often would also have somethings more advanced and challenging. The improvement's I will use my next session is that I will check all my equipment and facility to ensure that there will be a very limited amount of time wasted by changing and cleaning the equipment.

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## A spot of colouring.

Colouring is a simple and relaxing way of taking time for yourself. It can be a helpful practice if you find it hard to switch off as it allows the mind to slow down and become absorbed without strain.

Try it for yourself with the pattern below. Take your time selecting the colours you want to use. Then spend a minute or two looking at the intricacies in the pattern before you start. When you are ready, begin to colour.



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# The Bulletin

## Quiz

In each Bulletin there will be a quiz for you to take part in with your families. Please email your answers to your Head of Year. Class Chart points will be awarded for all correct entries and the highest scores.

This week the topic is Sport.

- 1) What are the five colours of the Olympic rings?
- 2) In football, which team has won the Champions League (formerly the European Cup) the most?
- 3) How many players are there in a rugby league team?
- 4) Which horse is the only three-time winner of the Grand National?
- 5) Since 1977, where has snooker's World Championship taken place?
- 6) In tennis, what piece of fruit is found at the top of the men's Wimbledon trophy?
- 7) Who won the FIFA Women's World Cup in 2019?
- 8) In bowling, what is the term given for three consecutive strikes?
- 9) How many world titles has Phil Talyor won in darts?
- 10) In golf, where does the Masters take place?

### 1) Last week's answers

- 1) What did the Romans call Scotland? **Caledonia**
- 2) Who was made Lord Mayor of London in 1397, 1398, 1406 And 1419? **Richard (Dick) Whittington**
- 3) Who was Henry VIII's last wife? **Catherine Parr**
- 4) Who was the youngest British Prime Minister? **William Pitt (the Younger)**
- 5) In which year was Joan of Arc burned at the stake? **1431**
- 6) Which nationality was the polar explorer Roald Amundsen? **Norwegian**

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- 7) Who was the first female Prime Minister of Australia? **Julia Gillard (2010-2013)**
- 8) Which English explorer was executed in 1618, fifteen year after being found guilty of conspiracy against King James I of England and VI of Scotland? **Sir Walter Raleigh**
- 9) Which English city was once known as Duroloponde? **Cambridge**
- 10) The first successful vaccine was introduced by Edward Jenner in 1796. Which disease did it guard against? **Smallpox**

**Winner is Sophia Nichols**

## **Competition - Three peaks virtual challenge (in your local area)**

### Aim

Can you take on the iconic three peaks challenge in your local area? You can challenge yourself to complete this individually or with members of your family who you live with. The aim of this challenge is to keep all family members as active as possible during lockdown. You can walk, jog or cycle (as long as these activities are allowed according to the most up to date Covid guidance).

### How to take part

During your daily walks, log how far you travel around your local area (you can use an app, smart watch or Google Earth to measure distances covered), then take a screen shot of your app to show how far you have travelled on your walk. Repeat this until all 26 miles have been completed or the deadline has been reached. Once you have finished the challenge, take a photo of your record sheet and email it back to your teacher. They will then send you an 'I completed the Virtual Staffordshire Three Peaks Challenge' certificate. Even if you don't complete the whole challenge, please send your record sheet back to your teacher so they can see the effort you have put into attempting the challenge.

You complete the challenge form as an individual but we would encourage other family members (who live with you) to walk with you and complete the challenge for themselves. Email [trowell@suacademy.co.uk](mailto:trowell@suacademy.co.uk) the details below and a screen shot of the app you record your distance when you have completed the challenge.

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Name:

Class/Form:

Did any of your family members take part with you?

If so how many?

Deadline for entries – Friday 12<sup>th</sup> February 2021.

## 1k Challenge - How fast can you run 1000 metres?

While the schools are closed, Cannock & Rugeley are running a virtual sports competition that children can enter and represent their school from home!

The competitions are designed to be really simple and require very little equipment to take part.

How fast can you run 1000 metres?

Use your smart watch / phone to time how long it takes you to run 1000 metres.

Try and beat your best time!!!

To represent your school and enter this competition:

Email results to your school or Tom the School Games Organiser directly at

[trowell@suacademy.co.uk](mailto:trowell@suacademy.co.uk)

**CLOSING DATE IS Friday 12th February**

Include your first name, year group, school and best time. Please keep up to date by following Staffordshire University Academy School Games Facebook or Twitter page.

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## **Mobile data support**

If you are using mobile data to access your remote learning (through a mobile hotspot or dongle) and you are worried about data usage, the government is providing free support to temporarily increase data allowances. If you are with Three, Smarty, Virgin Mobile, EE, Tesco Mobile or Sky Mobile and would like more information on this, please email [scottwilliams@suacademy.co.uk](mailto:scottwilliams@suacademy.co.uk)

## **Support**

If there are any other questions please don't hesitate to contact your form tutor, myself or Mr. Baker on the following email addresses.

[sstokes@suacademy.co.uk](mailto:sstokes@suacademy.co.uk) - for students in 11 Purple.

[tedwards@suacademy.co.uk](mailto:tedwards@suacademy.co.uk) - for students in 11 Green.

[ehumphries@suacademy.co.uk](mailto:ehumphries@suacademy.co.uk) - for students in 11 Red.

[linns@suacademy.co.uk](mailto:linns@suacademy.co.uk) - for students in 11 Yellow.

[dbaker@suacademy.co.uk](mailto:dbaker@suacademy.co.uk) for IT assistance

[ataton@suacademy.co.uk](mailto:ataton@suacademy.co.uk) - Head of Year.

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