



Hello everyone and welcome to our 5th edition of Insight during this period of school closure.

As always, I pay tribute the hard work and resilience of our whole school community who have ensured throughout this period, that learning has continued and that our students' engagement has been consistently strong. This has not been an easy time for anyone, but we have all played an important role in making the very best of a challenging situation. It has been an incredible achievement. Well done to everyone.

You will be aware now that we are moving to a partial re-opening of school which will involve a phased return for our Year 10 students from Monday 22nd June. Students in Years 7 – 9 will continue with their remote learning which we will continue to develop and enhance over the coming weeks. These arrangements will remain in place until we receive guidelines to the contrary and, of course, we will update you as soon as relevant information is made available to us.

Thank you once again for your patience and understanding during this extended period of school closure which we appreciate so much.

Kind regards,

Simon Corner  
Principal



## Home Work

### Year 7 Logo Competition

Our English Faculty is about to get a new logo, thanks to the creativity of our Year 7 students who have been given this task as a Year Group competition. Watch this space for the results. But knowing Y7, it's bound to be fantastic. Students will need to send entries to Ms Woods or Ms Barker via Show My Homework.

### WHAT DOES ENGLISH MEAN TO YOU?

**TRANSFORM THIS**



The English team have invited our Year 7 students to design a Logo that represents the department.

**It must:**

- Sum up what English means to you!
- Reflect the English department and our school
- Send a positive message
- Inspire others

We are looking for something exciting, modern and relevant. The winning entry will be transformed and used as the English department logo!

**COMPETITION -TIME-**

YOU'VE GOT TO BE IN IT TO WIN IT! ©



# Let's Upcycle!

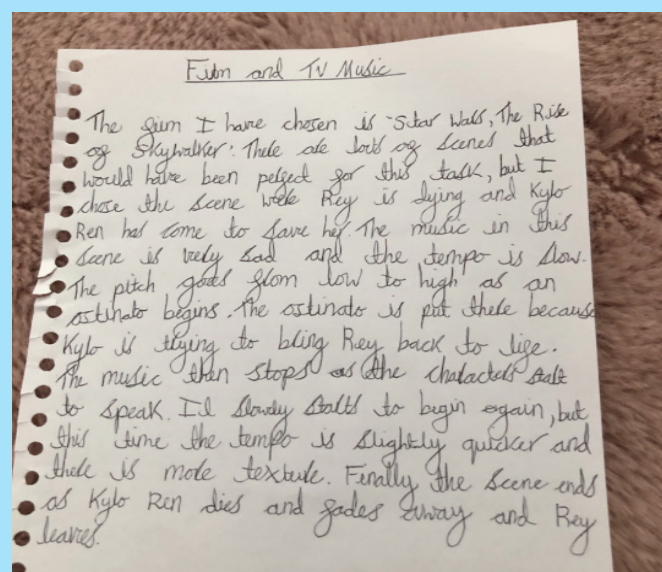
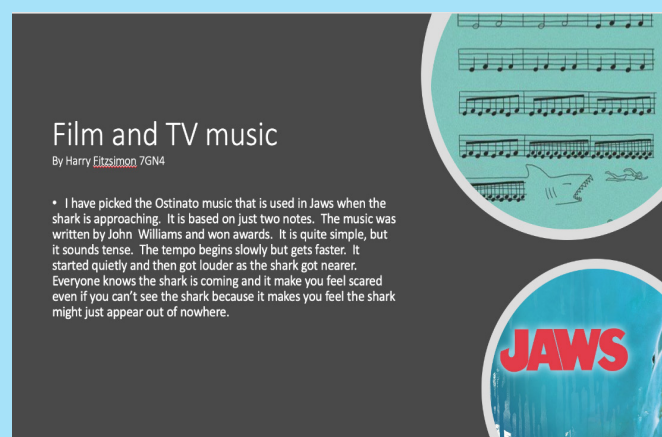
Mrs Wilson's super creative Year 8s have been busy as you can see with their upcycling project with some fantastic results. Take a look!





## Move Over JW!

Our Year 7s & 8s have been working on a film music project with Ms Wood with some fantastic work already in evidence. It's great to see that Jaws has already made an appearance – one of the best film scores of all times by John Williams. Ms Wood has been particularly impressed with the level of music vocabulary learned from just one video lesson. Definitely some Hans Zimmers in the making!



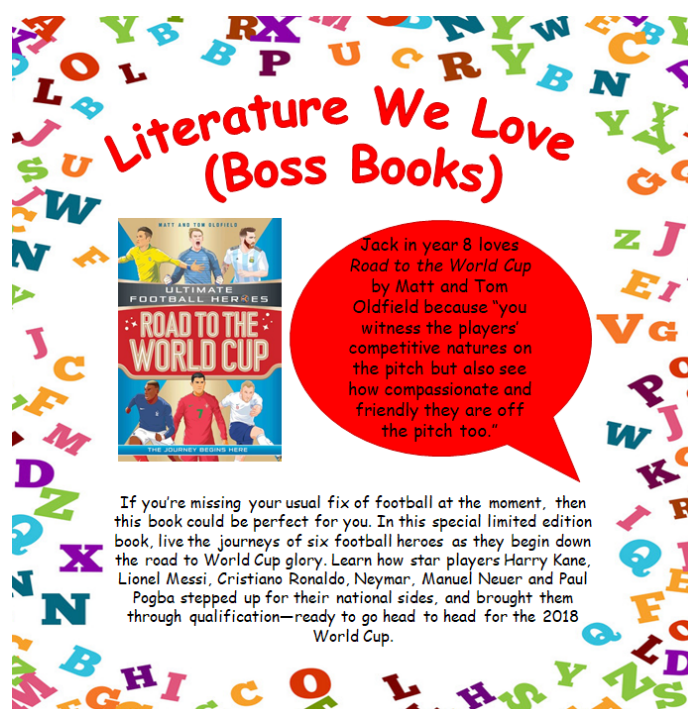
## A Silent Voice

In this scene, Shoya (the protagonist) comes to Shoko's (another one of the characters) apartment during a fireworks display. He finds her climbing the balcony, preparing to jump, but before she falls to the ground, Shoya grabs her arm and pleads for more strength to save her as his life flashes before him. He manages to get her on to the balcony, but he falls instead.

The music in this scene starts off slow and in the background but slowly builds in tempo and volume when he sees Shoko climbing the balcony. The music stops when Shoko jumps and doesn't start again until Shoya starts having flashbacks, but instead of the fast paced, suspenseful music, it is now slow, calm, and quiet. This music continues to play until the end of the scene.

## Boss Books

Here's the latest in our Boss Books series. Jack in Year 8 has selected Road to the World Cup by Matt & Tom Oldfield. Let's hope that England get to the end of that particular road next time around!



If you're missing your usual fix of football at the moment, then this book could be perfect for you. In this special limited edition book, live the journeys of six football heroes as they begin down the road to World Cup glory. Learn how star players Harry Kane, Lionel Messi, Cristiano Ronaldo, Neymar, Manuel Neuer and Paul Pogba stepped up for their national sides, and brought them through qualification—ready to go head to head for the 2018 World Cup.

## Making Connections

A huge thank you to all parents, carers and students who have taken part in Mrs Bairstow's Youth Connect 5 online support programme over the past few weeks. Feedback has been fantastic with lots of families engaging with the course and using a range of resources that have been made available to them which they have found really useful. These are sessions that will continue to run if the demand is there. If you are interested in taking part in these Zoom ( audio only ) sessions that are really easy and accessible, then please e mail Mrs Bairstow directly [j.bairstow@wadedeacon.co.uk](mailto:j.bairstow@wadedeacon.co.uk)

It really helped change my focus and look at things more positively

Learning to name and manage thoughts has been so useful – thank you

**YOUTH CONNECT 5**  
Supporting the emotional wellbeing of young people

- 4 week on line course for parents or parents and child
- Learn strategies to equip you and your child to build resilience and emotional wellbeing
- Starting Thursday 4<sup>th</sup> June, 2pm
- All welcome
- Contact: [j.bairstow@wadedeacon.co.uk](mailto:j.bairstow@wadedeacon.co.uk) to register an interest





# Team English Really Do Set the Standard

All of our faculties have internal tools for communicating ideas about Teaching & Learning. Team English use a newsletter called 'The Standard' which is brilliant. Here's the latest edition published during lockdown for you to take a look at. We're always thinking of ways to make things better for our students – and here's the proof!

June 22nd 2020

## THE STANDARD

Team English Newsletter  
In this issue:

. T&L: Working Memory

. Wellbeing: Top Tips for Good Mental Health

### Say Goodbye to "Oh I Forgot"

Everyone occasionally loses her keys or forgets an important date. But when it's a habit, you may be dealing with poor working memory. Losing your keys, leaving your wallet in the refrigerator, forgetting your husband's birthday, asking the store clerk to repeat the directions to the gift-wrap department. You might think that these are all examples of inattention, however psychologists have shown that these are all examples of working memory problems.

John delivered another fantastic virtual CPD session on Working Memory: how we can help improve this incredibly important aspect of learning and recall. Once again, he provided us with some pre-reading and then an informative audio visual presentation. Here are some ideas which have sprung from this session. Thanks to John for the training and to our contributors for sharing their ideas.

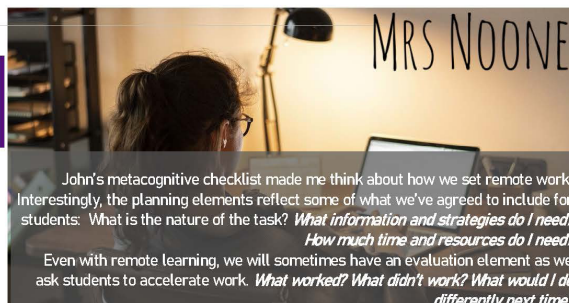


As there are so many poems in the poetry anthology, I like to keep revisiting them in different ways to try keep the information fresh in the students' minds. One task that worked particularly well was when students were tasked with linking each of the poems to the characters of the other Literature texts. They created some excellent links which demonstrated great intertextuality but whilst they were discussing the various options, they were reminding one another of each of the poems' key symbols, images, context etc. and in effect, teaching one another which really boosts working memory.



For GCSE, we could certainly get students used to expanding their working memory by providing them with simple subheadings of things they should know: for example, plot, character, setting, themes etc. We could even get them to make metacognitive notes using these headings.

I think it is something they could do at the start of every lesson/each week – like that annoying game 'I went to the supermarket and I bought...' where you have to remember what everyone else has said. 'One thing about the plot of Macbeth I remember is...' and they then have to recite ones that other classmates have said, as well as coming up with one of their own.



John's metacognitive checklist made me think about how we set remote work. Interestingly, the planning elements reflect some of what we've agreed to include for students. What is the nature of the task? *What information and strategies do I need? How much time and resources do I need?* Even with remote learning, we will sometimes have an evaluation element as we ask students to accelerate work. *What worked? What didn't work? What would I do differently next time?*

What we don't tend to have, understandably, in remote learning is a personal goal; this is clearly not the same as finishing a task. It is finishing a task in a manner that is appropriate to that child, at an appropriate skill level. When we do come back to school, maybe we should we ask students to set a personal goal for each task they work on. Could this be to work on the activity, but apply feedback from previous work – such as technical accuracy, extended responses or more social context?

I've realised that the monitoring element is the element I don't embrace as much and yet, if this crucial phase is overlooked, I may not know that a student is struggling until I get to the evaluation phase and then find an opportunity for learning has been missed – and that with simple early intervention to check understanding of the task itself, this could have been easily remedied. For the poor student of course, this period will have been frustrating at best and damaging at worst.

So, with my high ability Year 10 class for example, our tasks tend to be challenging and the wording of both task and instruction also tend to be quite complex. This CPD has made me think, not only about the task, but about how I deliver my instructions to the class. I may introduce the first two questions of the monitoring phase as a standard introduction to any task, so that students routinely use metacognition before embarking (or not) on the activity in hand, promoting independence and security. These are simply: Do I have a clear understanding of what I am doing? Does the task make sense to me? If things are not clear, I can easily address misunderstanding with individuals or the class as a whole, paving the way for the student to have a shot at success.

Learning quotations can be tricky but I always find pupils forget the context in which the quotation was said or where it was said in the play. This can often lead to skewed analysis and misinterpretations at times and is proof that simply learning a quotation is not always going to achieve high marks. Here is an example of a quiz I used for Macbeth that dealt with working memory. First, you get the pupils to figure out the missing word from the quotation. For example: *"What are these So \_\_\_\_\_ and so wild in their attire, That look not like the \_\_\_\_\_ of the earth,"* Then reveal the answer to the pupils so they can recall the full quotation.

"What are these so **WITHERED** and so wild in their attire, That look not like the **INHABITANTS** of the earth". Now ask them what scene this quotation was taken from and what happened in that scene (1:3). Then ask them if they remember who said the quotation (Banquo). Finally, they could explore what it reveals. I would only use 3-4 quotations with them at the start of a lesson. You could also put an image next to the quotation to help recall.



### MENTAL HEALTH

#### TOP TIPS

MISS O' MALLEY

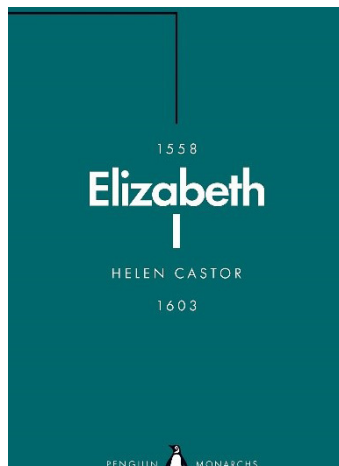
- ♦ Limit your time consuming the news.
- ♦ Find a new hobby to keep your mind busy ... mine has recently been interior for my new home and doing up my garden!
- ♦ Take a lunch break during the day. It is easy to get carried away and continue working but you need to rest and take a break.
- ♦ Exercise – I have been forcing myself to do some sort of workout 1-2 times a week during lockdown and it has lifted my mood.
- ♦ Stay in touch with friends/family/colleagues
- ♦ Set yourself clear times when you are available on email and Show My Homework.
- ♦ Turn the notifications off on your phone during the evening as pupils will still message you at later times in the day.
- ♦ Indulge in a new series.
- ♦ Read for pleasure. I discovered that you can download samples of the books you want to read from Amazon straight to your phone! This is great because if you don't like the beginning of the book, you don't need to commit to buying it.

To summarise, set boundaries between your home and work life and try to keep your mind busy with positivity!



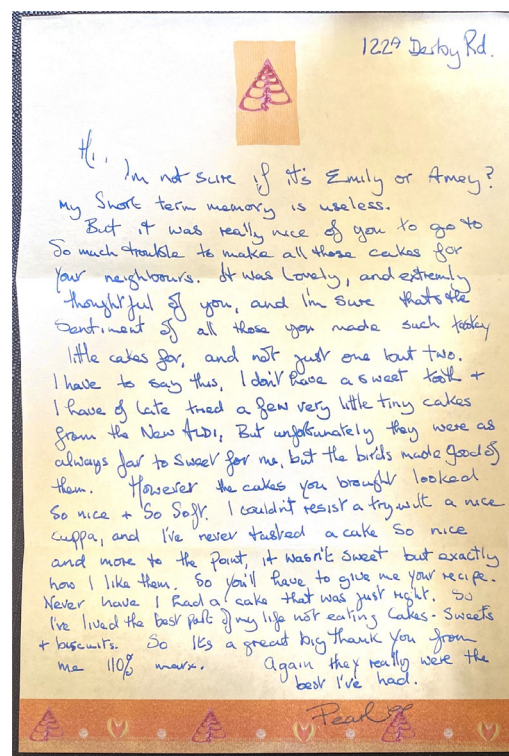
## History Recommends

A little shout out to our Year 10s from Mrs Callander who is recommending a cracking little book that will really help with the next study topic of Elizabethan England. And no – Mrs C is not on commission! Every Little Helps!



## Emily's A Community Cake Champion!

How utterly lovely it was for Emily Cosgrove to go the extra mile for the pensioners living close to her. Emily baked chocolate cupcakes for everyone and delivered them personally with a note saying 'Stay Safe from the Cosgrove Family.' Emily has received a lovely letter from one of the residents who appreciated the gesture so much. How wonderful!



## D of E Volunteers Really Put in the Hours

We are proud of the amazing volunteer work that our DofE students commit to the community each year. We have just received this lovely certificate from the DofE organisation giving the total number of volunteer hours that our students have worked plus the corresponding social value of these hours. A staggering achievement everyone – well done indeed!



## Libby Hits the Hegarty Heights!

We have some wonderful news from our Maths Faculty who have received a letter from Colin Hegarty – the founder of Hegarty Maths about the phenomenal achievement of Libby Edge in Year 9. Libby has completed all 925 tasks that Hegarty Maths have set for her in 201.5 hours – unbelievable. We are all so proud of you, Libby. You are a Mathematician in the Making. Brrrrlllliant!

Dear Mr S Corner

We are delighted to inform you that a pupil from your school has become a 'Hegarty Completer'! The name of this pupil is Libby Edge from Year 9. This means they have completed all 925 skills at 100% on the Hegarty Maths website. They have joined the elite ranks of only a handful of other students out of over a million Hegarty Maths users.

We wanted to congratulate you and Libby as they have shown an incredible resilience and independence in completing all of the skills. We are extremely impressed with how empowered your student has become whilst using Hegarty Maths and believe it should be celebrated.

Under normal circumstances, we would post a certificate, badge and card for Libby however due to the current unprecedented closures we are unable to do this as the resources are in the office. We will of course be sure to send out the card and badge as soon as we are back in the office. In the meantime, I have attached the certificate for you to distribute as you see fit.

Your school can follow Hegarty Maths on twitter and share the great news! If you tweet about this achievement and use our handle @hegartymaths we will retweet for you.

We hope you are as excited as us about this fantastic achievement.

Kind Regards,

Best wishes,





# Art Students Prove That They are Colour Wheely Good!

Our Year 7 and 8 pupils have been tasked with producing creative versions of the colour wheel using what they have around the home. If proof were needed about how talented and creative our kids are, then just have a look at these. Fantastic! We love the way that they have shown an awareness of cross – curricular links. Mia Davies and Emma Whitfield have even created their own You Tube Colour Wheel Museum on Minecraft which is wonderful. Well done gals! It's here: <https://youtu.be/lmW6rl7Z7ss>



**WADE DEACON**  
**ENGLISH**  
**DEPARTMENT**

THE PODCAST

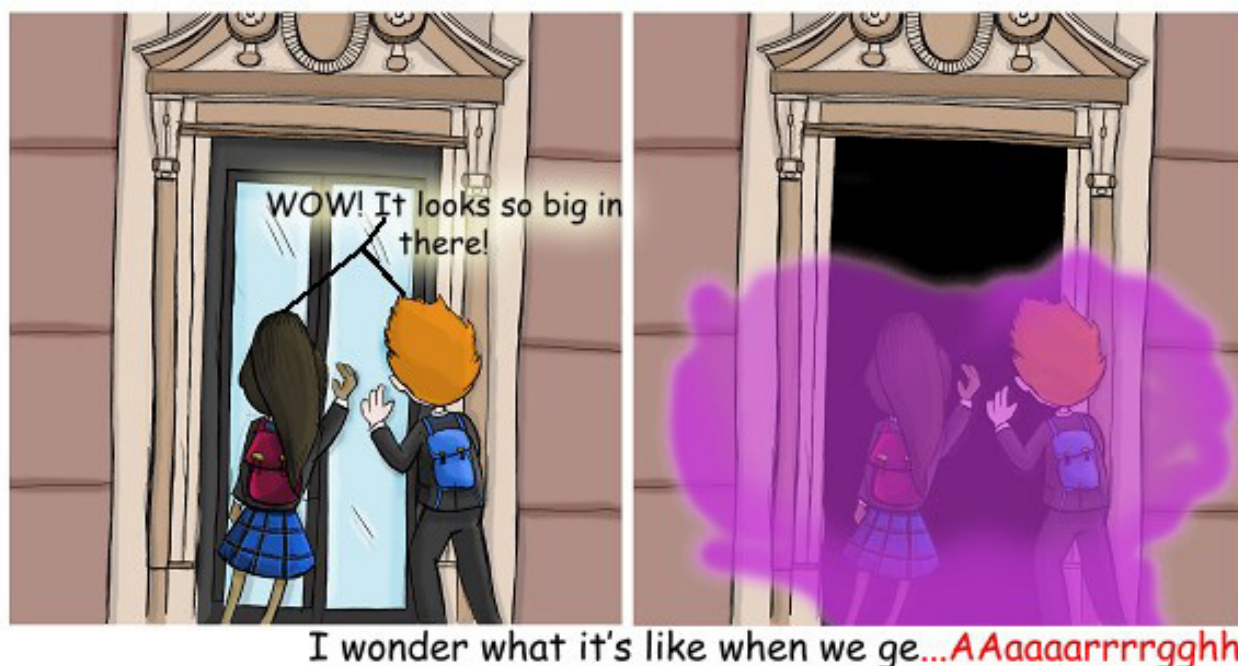


Team English have been continuing to work hard to produce a series of podcasts to aid Year 10 students with their English Literature revision. Currently there are podcasts available on the Poetry Anthology, Macbeth and An Inspector Calls - with more episodes on A Christmas Carol planned soon. These podcasts are the perfect complement to usual revision resources, and mean that our students can continue their revision even when they are on the move. The podcasts have now had over 1,300 hits - Team English are delighted with how enthusiastically Year 10 students are engaging with this new resource. Brilliant! The podcasts are available live on Podbean, Spotify and iTunes. Just search 'Wade Deacon English Department' and subscribe on your chosen platform. Enjoy!



## New Intake Comic Strip

The extremely talented Mr Tutty has been working on a fantastic new comic strip for our new Year 7 students from September. The scenes feature the ghost of Sir Henry Wade Deacon taking the newbies around different areas of the school and imparting the relevant info in his inimitable style. Brilliant. This is something that we will definitely develop in the future, making our new intake process even more relevant and innovative.





Who are you?!

I'm the spirit of Sir  
Henry Wade Deacon.  
The school was  
named after me...

And I'm here to take you on a **SPLENDID** tour  
throughout my beloved school!

POOF



Here's our first destination, your tutor room!

Welcome on your first day Year 7

This morning we'll go through:

- Your timetable.
- Getting to know the school and where your classes are.
- Icebreakers (getting to know your tutor and your peers).
  - The school's code of conduct.
- Any questions or worries that you may have about your first day here with us.
- Remember, everybody at our school is really friendly and we're all here to help you out over the coming weeks.

This looks brilliant. But what about our lessons?

Aagh the lessons, that's the best

- This morning we'll go through:
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- Getting to know the school and where your classes are.
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  - The school's code of conduct.
- Any questions or worries that you may have about your first day here with us.
- Remember, everybody at our school is really friendly and we're all here to help you out over the coming weeks.

Aaah the lessons, that's the best part!



You have five a day including : English, Maths, Science, Geography, History, R.E, Computer Science, Design Technology, Food + Nutrition, Art, Drama, French and P.E.



**WOW!**

That's so many lessons Henry! We'll be hungry!



**RINNNING**

Don't worry my friends, the restaurant has a **FANTASTIC** selection of food for you to choose from! But don't worry, if there's nothing there that you like you're welcome to bring your own lunch with you!

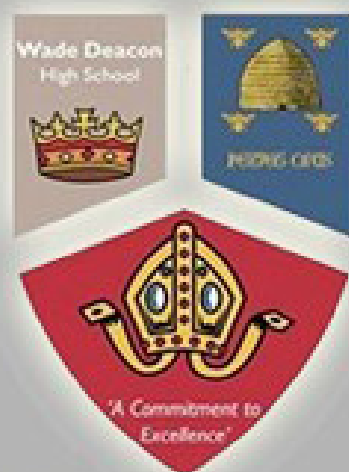


My pocket watch is ringing! It's 8:00AM!  
Come quickly as other teachers and students will soon be arriving in school!  
Let's head for the exit...  
I hope you've both enjoyed my magical tour!



## Just Remember at Wade Deacon...

- Respect yourself and others.
- Give the very best of yourself.
- Believe in yourself.





# Calling all Year 10s & 11s

## Carmel, Cronton and Riverside College Virtual Taster Weeks

Carmel College will be hosting a Virtual Taster Week from Monday 29th June. Lots of activities and videos available that will give students an insight into the college and the courses available.



**2021 Applicants!** We would also like to invite you to our Virtual Taster Week on Monday 29th June. We have a great week planned for our current Year 11 students, which will give you a preview of what is ahead for you next year.

The week includes an introduction from our Principal, Mike Hill, and video presentations from our teachers to give you a great insight into all the subjects we offer. Each department will be hosting live chats which are a great opportunity for you to ask any questions you may have. We wish that you were all in college with us, but our staff have worked very hard to provide a great virtual experience for you. You can access all the Taster Week sessions plus lots of useful information from our **New Student Gateway** - <https://bit.ly/3dNBddP>

Please follow us on social media to receive notifications when applications are open for September 2021 entry.

Subjects	Date	Times
UAL Art & Design	Monday 29th June	09:00 - 09:45
Art (Design 3D) (A-Level)	Monday 29th June	10:00 - 10:45
Art (Fine Art) (A-Level)	Monday 29th June	11:00 - 11:45
Art (Graphic Design) (A-Level)	Monday 29th June	12:00 - 12:45
Art (Photography) (A-Level)	Monday 29th June	13:00 - 13:45
Art (Textiles) (A-Level)	Monday 29th June	14:00 - 14:45
Maths (A-Level)	Monday 29th June	15:00 - 15:45
Maths (Further)	Monday 29th June	16:00 - 16:45
BTEC Business - Dual & Single	Tuesday 30th June	09:00 - 09:45
Maths (Core)	Tuesday 30th June	10:00 - 10:45
BTEC Health & Social Care - Dual & single	Tuesday 30th June	11:00 - 11:45
BTEC Psychology - Single	Tuesday 30th June	12:00 - 12:45
Level 3 Diploma in Criminology	Tuesday 30th June	13:00 - 13:45
Business Studies (A-Level)	Tuesday 30th June	14:00 - 14:45
Psychology (A-Level)	Tuesday 30th June	15:00 - 15:45
Sociology (A-Level)	Tuesday 30th June	16:00 - 16:45
BTEC IT - Single	Wednesday 1st July	09:00 - 09:45
BTEC Performing Arts (Theatre) - Single	Wednesday 1st July	10:00 - 10:45
Computer Science (A-Level)	Wednesday 1st July	11:00 - 11:45
Film Studies (A-Level)	Wednesday 1st July	12:00 - 12:45
Media Studies (A-Level)	Wednesday 1st July	13:00 - 13:45
English Language & Literature (A-Level)	Wednesday 1st July	14:00 - 14:45
English Literature (A-Level)	Wednesday 1st July	15:00 - 15:45
French (A-Level)	Thursday 2nd July	09:00 - 09:45
Spanish (A-Level)	Thursday 2nd July	10:00 - 10:45
Law (A-Level)	Thursday 2nd July	11:00 - 11:45
Economics (A-Level)	Thursday 2nd July	12:00 - 12:45
Geography (A-Level)	Thursday 2nd July	13:00 - 13:45
History (A-Level)	Thursday 2nd July	14:00 - 14:45
Politics (A-Level)	Thursday 2nd July	15:00 - 15:45
Philosophy, Ethics & Religion (A-Level)	Thursday 2nd July	16:00 - 16:45
BTEC Science - Dual & Single	Friday 3rd July	09:00 - 09:45
BTEC Human Biology - Single	Friday 3rd July	10:00 - 10:45
BTEC Sport - Dual & Single	Friday 3rd July	11:00 - 11:45
Physical Education (A-Level)	Friday 3rd July	12:00 - 12:45
Chemistry (A-Level)	Friday 3rd July	13:00 - 13:45
Biology (A-Level)	Friday 3rd July	14:00 - 14:45
Physics (A-Level)	Friday 3rd July	15:00 - 15:45
Statistics (A-Level)	Friday 3rd July	16:00 - 16:45

## Cronton & Riverside College will be holding their Virtual Taster Weeks from Monday 6th July to Friday 10th July from 12pm - 3pm.

The events have been designed especially for year 10 and 11 students and will include videos, tutorials, seminars, practical sessions and live chat throughout to include:

- Advice and guidance about A Levels, Vocational Courses and Apprenticeships, and the importance of achieving their best GCSEs
- All Cronton courses including welcome from staff, students and activity worksheets
- All Riverside courses including welcome from staff, students and activity worksheets
- Apprenticeships on offer, how to apply for and how to secure one!
- Bursary and financial support (and how to apply for it)
- Bus pass scheme (and how to apply for it)
- How to apply for September 2021 (for year 10s)
- How to enrol this summer (for year 11s)
- Live experiments from our science staff (Cronton STEM Centre of Excellence)
- Live fitness sessions to join in with (Cronton Centre of Sporting Excellence)
- Live musicals and dance shows (Cronton Performing Arts Centre of Excellence)
- Live catering masterclasses including how to make mango ice-cream with three ingredients (Riverside Hospitality and Catering Centre of Excellence)
- Live hair and makeup masterclasses including eyelash extension and wedding hairstyle (Riverside Hair and Beauty Centre of Excellence)
- PPE and COVID 19 safe college practices (for year 11s)
- Prestigious Universities Programme and how to gain a place at Oxbridge
- Support and pastoral care
- Trips, visits, enrichment and college life
- Tailored advice and guidance for pupil, parents and school teachers answered on the live chat

# Contact Corner

For any general enquiries please e mail:

[school@wadedeacon.co.uk](mailto:school@wadedeacon.co.uk)

or contact us via telephone on 0151 423 2721.

Our lines are open 8:00am - 2.45pm Monday to Friday.



## Follow us on our social media platforms:

### Instagram:

wade\_deacon  
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