



SMSC “Matters”

Spring 2021

SMSC General

‘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.



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

Gold Seagulls

Sometimes we have to be honest about the impact that the challenges of the last year have had on us as a community. Almost exactly a year ago to the day, we closed the school for the start of the first lockdown. Over the past year we have seen enormous changes and adaptations to the way that we have taught and learned in the JRCS community. The young people of the school have been at the centre of these challenges where they have had to come to terms with new timetables, bubbles, rapid flow testing, and remote learning, amongst others. Since we returned to school at the beginning of March, I have been incredibly impressed with the resilience the JRCS students have shown. Everyone has a story to tell and everyone has endured their own ups and downs over the past 365 days.

Therefore, it was with great pleasure this week that I was invited to the Year 7 and Year 8 assemblies to give out nearly 150 Gold Seagulls. These awards are a symbol of the determination and ambition that our young people have despite the challenging circumstances that they have had to adapt to. Congratulations to all our Gold Seagull winners and keep up the good work.

Year 7: Intisar, Armaan, Anacleto, Mariyah-Lorraine, Elois, Denisa, Sara, Petrut, Joseph, Alfie, Ryan, Vignesh, Narjis, Richard, Sophie, Ife, Amelia, Nathan, Anjolaoluwa, Raminta, Ella, Viktorija, Juhayna, Sienna, Zach, Vasilena, Zahib, Fareedat, Fruhar, Patricija, Indra, Finley, Aashrita, Kye, Lucas, Jannah, Wania, Danil, Valentina, Goodness, Laviva, Nnadi, Jade, Oskar, Aizeyosabo, Kiera, Fahmid, Zara, Lukne, Nuha, Nevan, Zoha, Emilija, Christina, Sawon-Ahmed, Leonie, Rayya, Isra, Mohamed, Luka, Gabrielle, Kelsie, Vinnie, Muhammad, Kamsi, Lacey May, Hilda and Archie.

Year 8: Kofoworola, Orestas, Robyn, Ela, Joshua, Isabelle, Ayen, Alex, Ebony, Nifemi, Megan, Adriana, Mavado, Keyra, Bogadn, Ayden, Megan, Sion, Barimah, Ana, Ronni, Diana, Riley Rogers, Star-Cheyenne, Honeymae, Shalom, Alfie, Sophie, Maya, Anika, Maria, Maryam, Fisayo, Janis, Irina, Calum, Daniel, Keyaan, Elizabeth, Adrijana, Kalem, Maryam, Ishaq, Philip, Aaliyah, Josh, Erwin, Regan, Ameliya, Denisa, Shohom, Ruqayyah, Majid, Harpreet, Tasha, Ollie, Leja, Vilte, Emira, Jasmine, Titilopemi, Melchizedek, Karina, Abrir, Lacie, Maryjane, Tailah, Holly, Osahon, Millie, Jing-Yi, Bayley, Simona, Jeremiah, Enoha, Saffron and Lara.

Special congratulations to our Double Gold Seagull winners:

Year 7: Year 7: Joseph and Laviva.

Year 8: Nifemi, Keyra, Enoha, Ayen and Philip.

More Gold Seagull winners this term:

Year 7: Stefani, Joseph, Laviva, Yvie and Victor

Year 8: Ayen, Xian, Emma, Adrijana and Philip.

Year 9: Delya and Priscilla.

Year 10: Leo and Alfred.

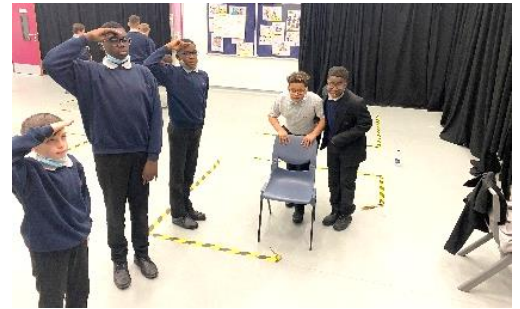
Year 11: Adiyat, Chelsea, Reshauna, Donte, Doris, Elijah, Zainab, Según, Ella, Jack and Callie.

Mr Smith
Headteacher

SMSC Drama

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.

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 monster's 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 creature's 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.



SMSC PE

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



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

SMSC Sixth Form

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.

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

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

Year 12 Virtual Work Experience

Well done to all Year 12 students who have engaged with opportunities during the latest lockdown, such as Ayaan who took part in Medic Mentors and Observe GPs Virtual Work Experience. Please see his comments below:

'Medic Mentors session was a tailored surgery day where I observed live surgeries taking place and was able to listen to advice about taking a patient's medical history. The virtual work experience from Observe GPs in which I saw real life immersive videos about a GP clinic and how the staff work well to deliver patient centred and holistic care while working together to meet the NHS Constitution values and follow the key medical pillars.

These virtual work experiences taught me that doctors work in the best interests of patients and medicine using a multi-disciplinary team that aims to work together with various medical staff involved such as Doctors, Nurses, Pharmacists and Psychologists to ensure the patient receives the best quality care possible.'

Mr Seeds
18+ Transition Coordinator

Sixth Form Debate Club

Firstly, I would like to introduce myself; I am Rodrigo, the President of the Debate Club. In March the introductory club meeting was held and I am proud to say that subsequent to the initial meeting the club has hastily gained interest within the Sixth Form and we are now meeting on an almost daily basis. Thus far, the club has debated on the controversial social and topical issues of the death penalty and abortion and will be discussing vaccines in our upcoming debate. I aim to use the debate club as a way to create awareness of social issues and topics that have an impact on society. Please let Miss Duncan know of any topics that you think we should focus on in debate club.



Thanks.

Rodrigo Year 12

SMSC Media Studies

GCSE Media

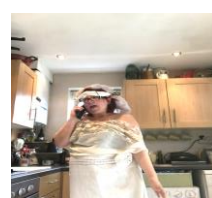
The GCSE Media students have been working hard learning about representation this half term. With an attempt to amalgamate this knowledge in a fun, screen-free task, Ms Harland and Mr Rutland encouraged students to recreate a still image from the Media syllabus with items they had at home. They were 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



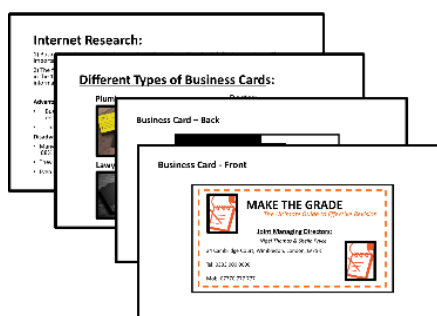
Ms Harland
Head of Media

SMSC Computing

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.



<p>Describe the Freedom of Information Act 2000.</p> <p>The Freedom of Information Act 2000 was enacted to give the public the right to access information held by public sector organisations.</p>	<p>How can requests for information be made?</p> <p>Requests for information must be made in writing, either by letter or by email.</p>	<p>Who can request their public information?</p> <p>Anyone can request their public information, no matter how old they are, or where they live or their nationality.</p>
<p>What is meant by the term public sector?</p> <p>The public sector of the economy comprises of all bodies of government and government controlled enterprises. It does not include private companies.</p>	<p>FREEDOM OF INFORMATION ACT 2000</p>	<p>Some information is excluded from the request what types would be excluded?</p> <p>Information requested is sensitive under the Data Protection Act 1998/2018, and the Copyright, Designs and Patents Act 1988, will be excluded.</p>
<p>List seven public sector organisations:</p> <ol style="list-style-type: none"> 1. Schools 2. Councils 3. Government departments 4. Health trusts and hospitals 5. Libraries 6. Museums 	<p>How long do public sector companies have to respond to the request?</p> <p>Public sector companies have 20 working days (excluding weekends and public holidays), to respond to requests.</p>	<p>Sometimes request can be denied. Explain the cost and limit?</p> <p>First information is free, costs £450 for public and £250 for government organisations. If the request is refused it is £75 per person a hour, and a new charge from £1000 to public information. £1500 copy, £25 x 10 = £4500.</p>

Mr Campbell
Head of Computing

SMSC Geography

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.

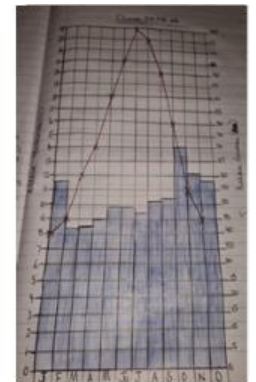
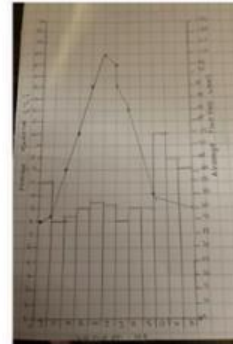
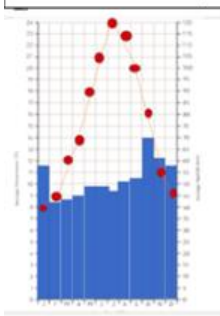
A Level.

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

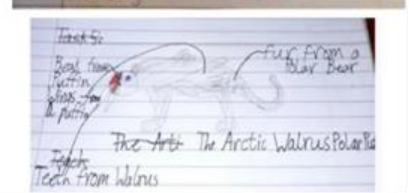
Year 7: Climate Graphs



Year 7: Pie charts – UK industry



Year 8: Animal adaptations



Year 9: Primark Factories



SMSC Business Studies

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

SMSC Design & Technology

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

SMSC Modern Foreign Languages

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.

Self-Assessment Checklist

Self-Assessment

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 ou en donnant des vêtements ou des nourritures ou en faisant du bénévolat. Cependant, pour être bénévole, on doit en faire beaucoup. (don't mind the 's', just 's' 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'avant si j'étais riche, je donnerais d'argent à les associations internationales.

My checklist

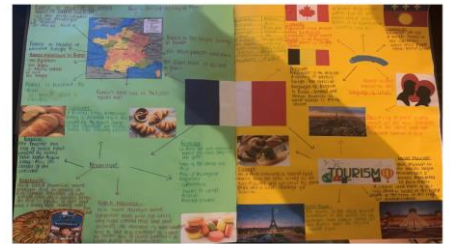
- Full sentences
- Connectives
- Opinion phrases
- Opinions and why
- Noun before adjective
- Noun and adjective match
- 3 tenses
- Si-clause
- Complex sentences/ structures (reasons, example, comparison)

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 Emmaüs et la croix rouge. Je sais que je n'ai que 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 le week-end 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, qu'ils ne portent 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!

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)

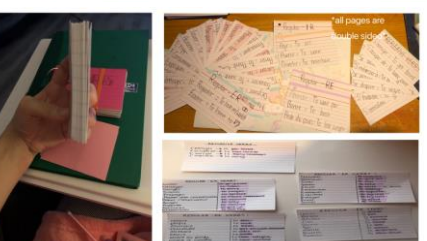
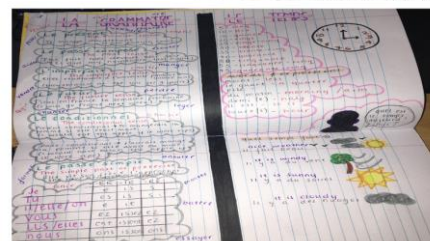


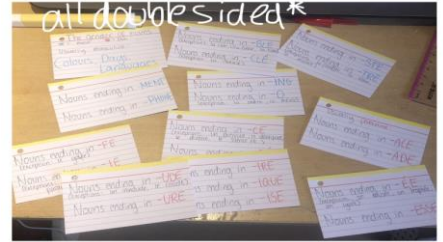
Year 10-Mindmap done all in French



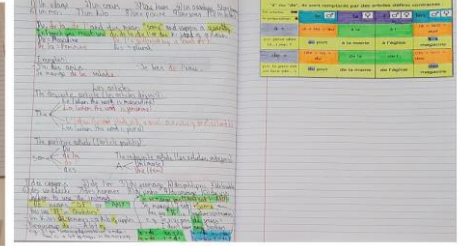
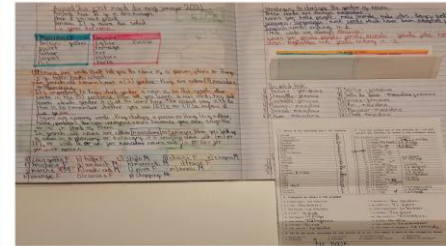
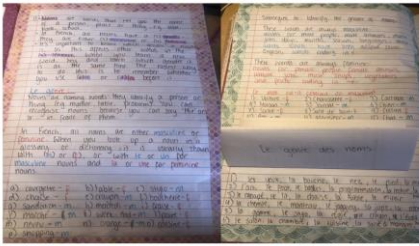
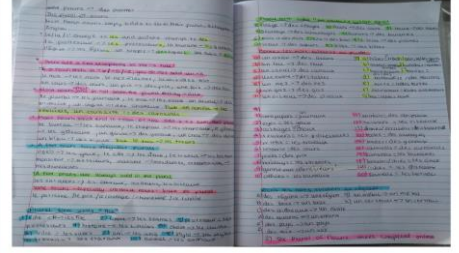
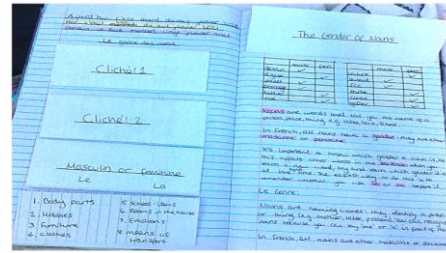
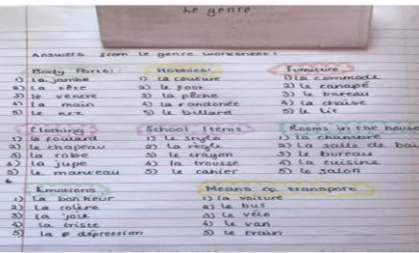
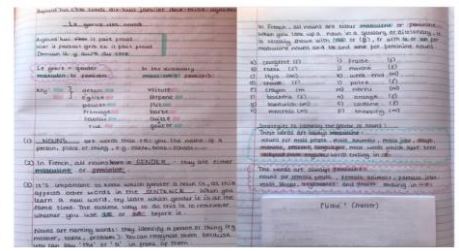
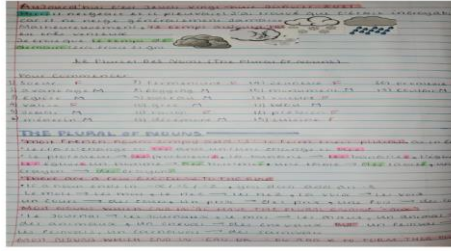
YEAR 10-GETTING READY FOR YEAR 11

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





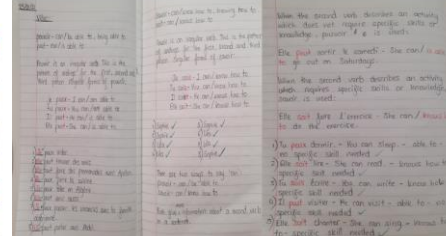
YEAR 10- KEEPING THE STANDARDS OF PRESENTATION HIGH



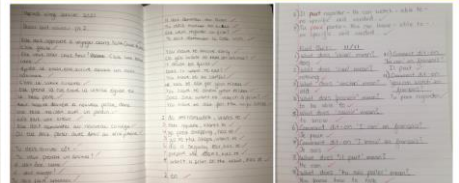
YEAR 9- Learning about modal verbs in French



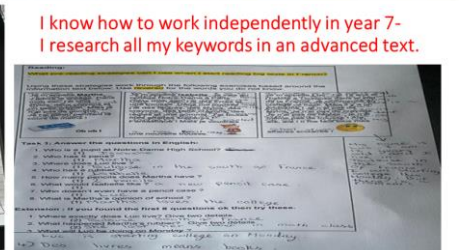
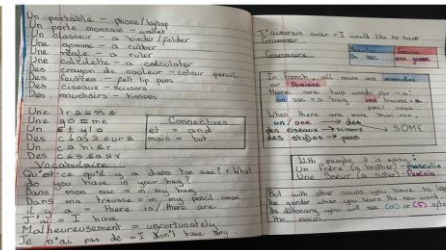
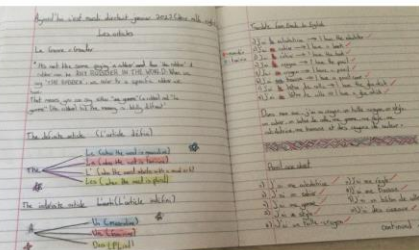
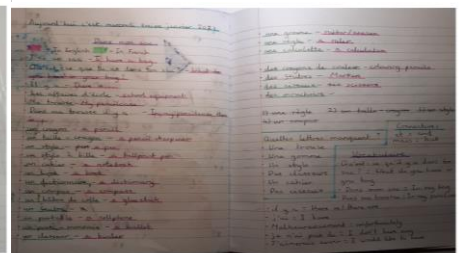
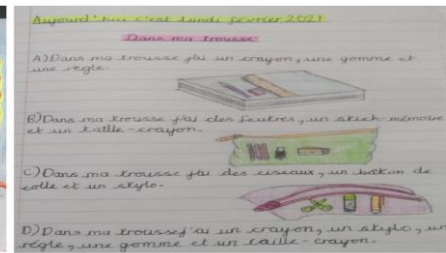
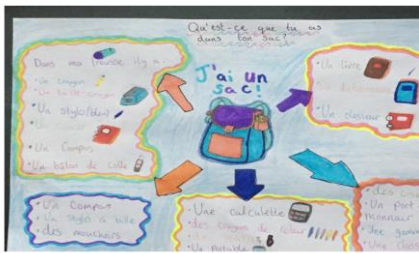
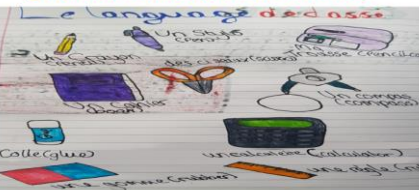
MODAL VERBS	
Can	Ability, Request
Could	Past ability, Suggestion, Future Possibility
May	Permission, Future Possibility
Might	Present or Future Possibility
Shall	Offer, Suggestion
Should	Advice, Uncertain prediction



Year 9- Assessing my work on Modal verbs using the teachers' feedback lesson:

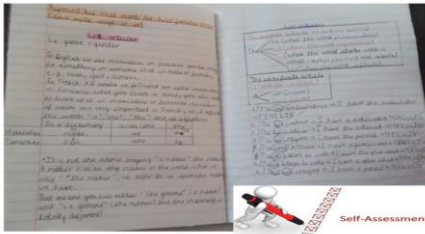


YEAR 7- Developing grammatical awareness through school items

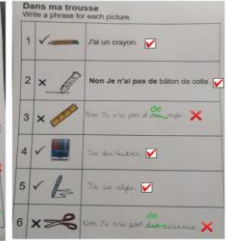
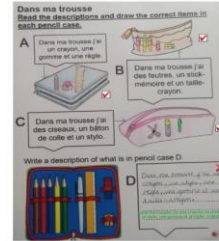
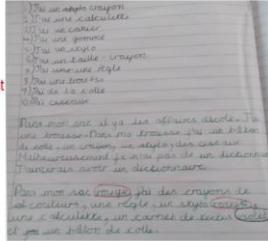


I know how to work independently in year 7- I research all my keywords in an advanced text.





In year 7, I use my teacher's feedback lesson lesson to assess my work.



Testimonies from students about learning Spanish at GCSE



1-What makes Spanish interesting at GCSE?

1-For me, the joy in the Spanish lessons is that you learn new vocabulary which is very phonetic and is easy to learn. In most lessons, we engage in various activities that broaden our understanding of the language while having a fun time with our friends and teacher. The classes are very welcoming and it's like a little family and we all help each other.

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

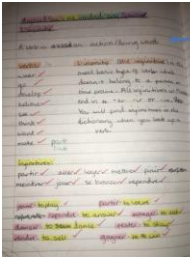
Apart from the fact that Spanish is one of the most spoken languages in the world and it will help you communicate and interact with large groups of people during holidays, it is an easy language to learn and can offer you various benefits such as standing out from the crowd in the future, as your CV 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.



Y8



Y9



Y11



Bon courage et bravo!

Mademoiselle Buffon and the MFL Department

SMSC Year 10

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!

Mrs Rowland
Head of Year 10

SMSC Year 8

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 attended 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

SMSC Performing Arts

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.

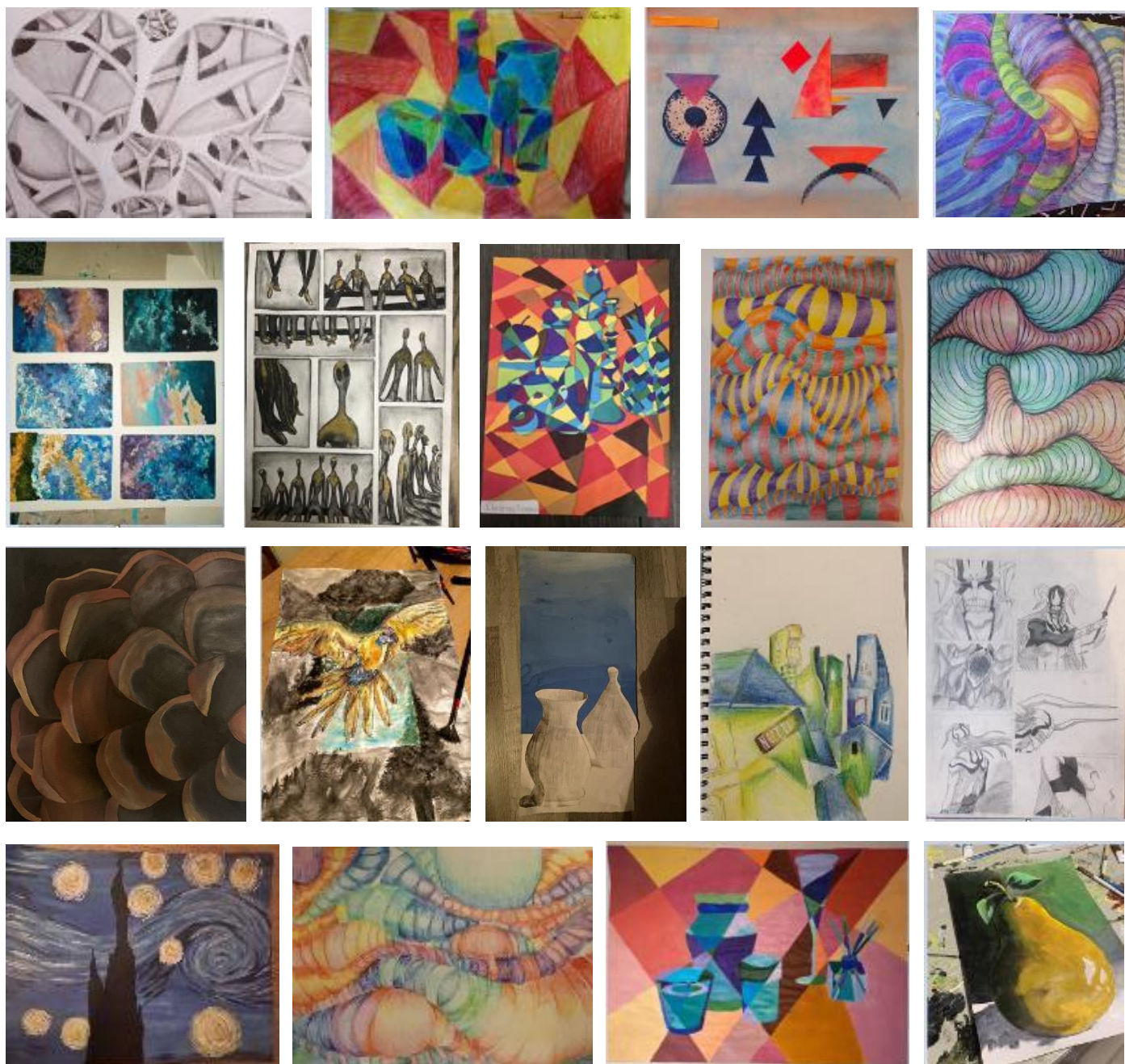
The Performing Arts Department.

SMSC Art

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

SMSC Maths

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, Foysai, 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).

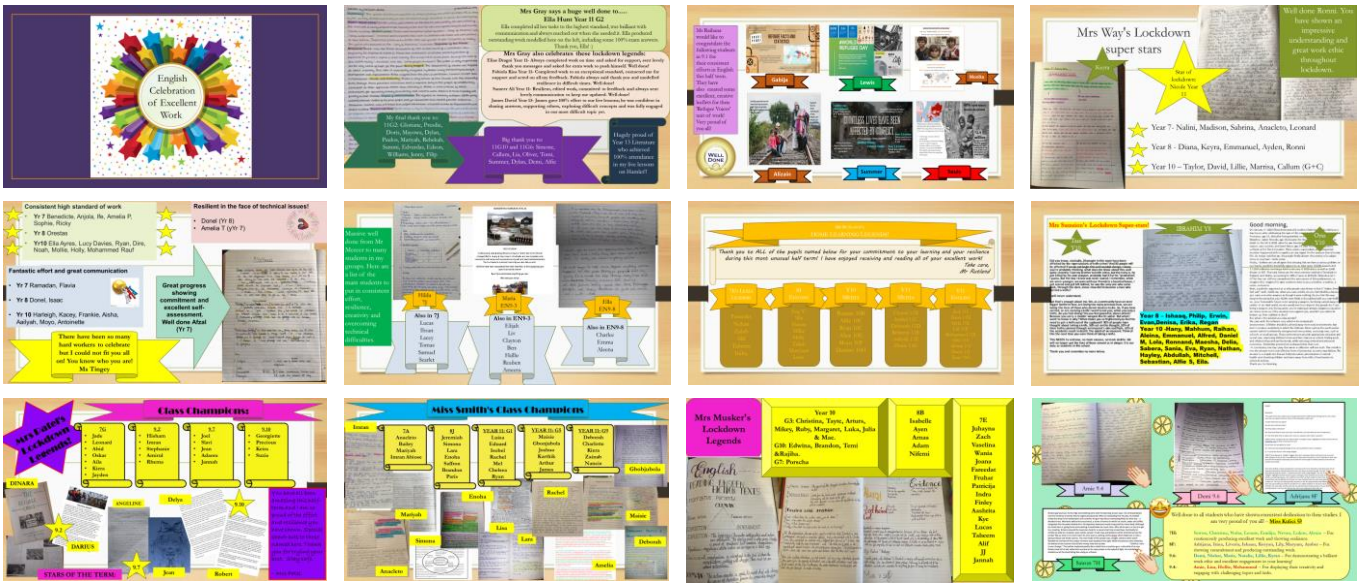
Well done to you all. The commitment of those mentioned above, but also all students towards their Maths work has been greatly appreciated and while I cannot mention every student, your hard work does not go unnoticed!

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

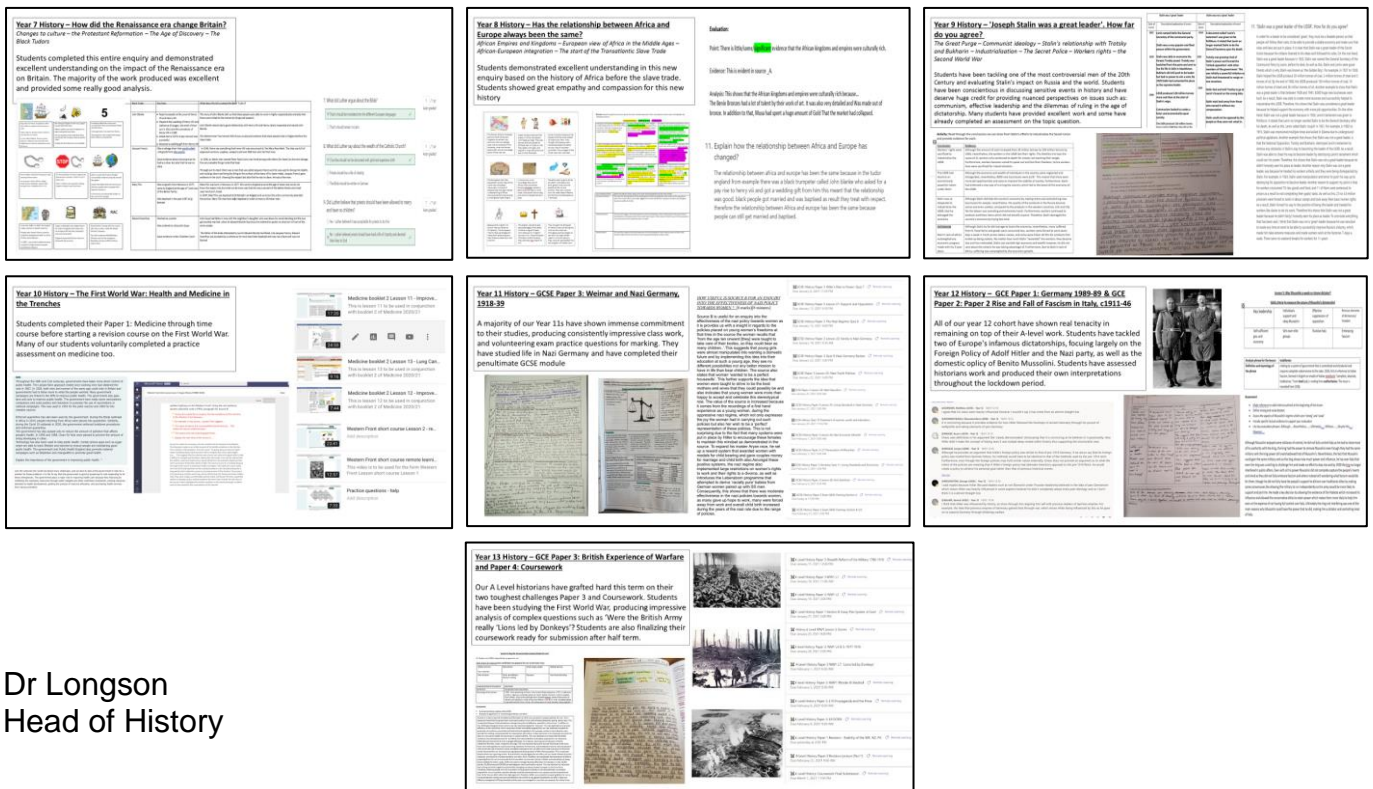
SMSC English



Mrs Gray
Head of English

SMSC History

History



Dr Longson
Head of History

SMSC Year 7

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:

Miss Worlock
Head of Year 7

*"This picture 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!



SMSC Food & Catering

Year 7 Support School students

The Food and Catering Department had a great couple of sessions with Year 7 students where they made macaroni cheese and what a great job both of the groups did. I was so impressed with the way they completed this task, and you could see they really enjoyed the lesson.

Well done and thanks.

Homemade burgers and bread rolls with Year 7 at Support School

What a fantastic way to finish off the day with some really fantastic and totally dedicated students who put so much effort into every stage of the lesson and they turned out some of the best bread rolls, and you could see in their eyes how they enjoyed the products of what they had learnt and been shown. I was both shocked and pleased to see how they were able to produce some really excellent products. It must be said that none of the students had done this before and that it was both a pleasure and honour to see them in the classroom where they should be. I would like to say well done and you should be proud of what you have achieved.

Well done again and show off your burgers to your family. Thanks to Mrs Johnson for your support today in the lesson.

Mr Hargreaves
Food and Catering Department
Year 11 Hospitality and Catering Exams

Most of my Year 11 group practised their second dishes and showed a good range of practical skills. They all really enjoyed the afternoon and all produced fantastic dishes; both myself and Miss Hinds were pleased with the outcome. They are going to perfect and demonstrate next week that they can complete two of the chosen practicals.



The students will be completing their exams on Tuesday and Wednesday of next week from 1:30pm.

Mr Hargreaves
Food and Catering

SMSC PDE/Citizenship

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, Preciousl, 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

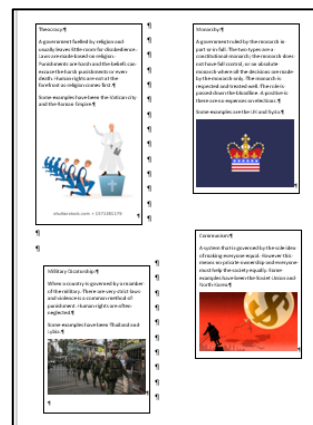
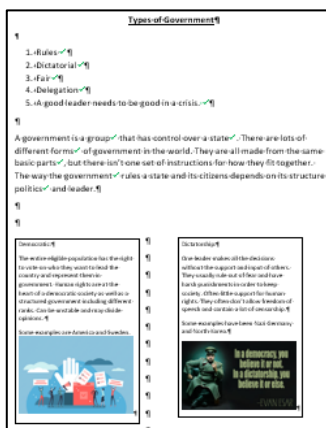
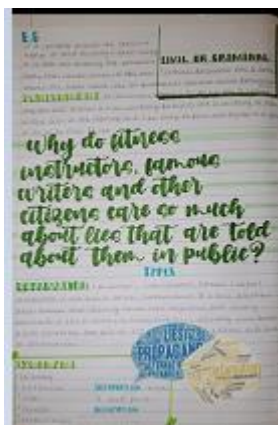
Miss McMillian: Sabera Very good assessment piece- 10 marker response and shown dedication throughout the lockdown. Hany - fantastic work- detailed, all activities attempted to a very good standard, produced an excellent 10 and 15 marker response

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 you 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!

Girls like us

In 2018 an ex-student Stephanie started a project at JRCS intending to uplift a new generation of young women, through re-empowerment, social education and encouraging self-awareness. This year that project was featured in the Daily Paper Clothing and featured two students from JRCS. Mei-La and Holly (Year 13).



Holly stated, “this project allowed me personally to network, step out into a section that I would have never explored through modelling to represent thousands of other girls similar to me”. I am incredibly proud of Holly and Mei-La for taking part and Stephanie for creating this amazing project.

Miss Hector
Head of PDE and Citizenship

SMSC Religious Studies

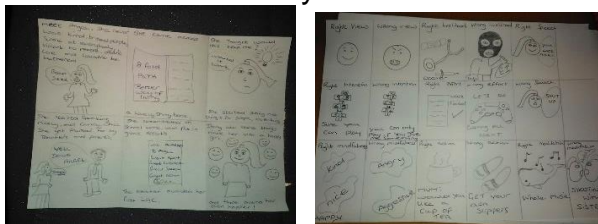
Religious Studies

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

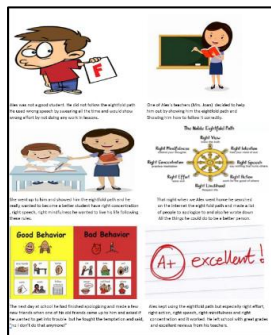
Stacey – Year 7



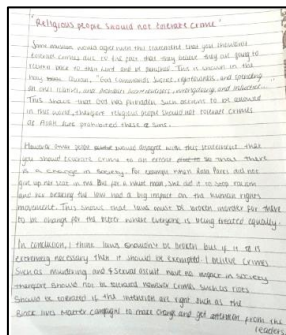
Ihsan – Year 7



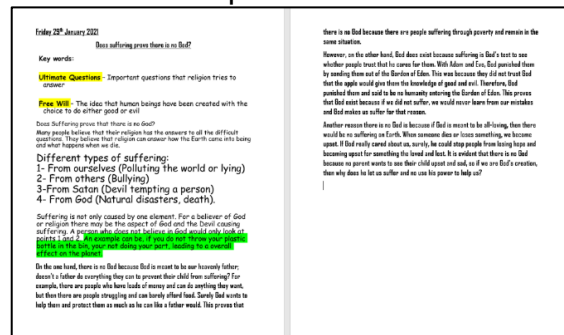
Kiera – Year 7



Sabera – Year 10



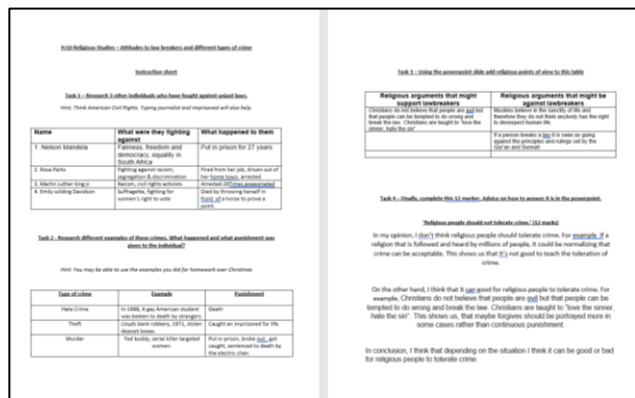
Ishaq – Year 8



Ameera – Year 9



Mimi – Year 10



Mr Kendall
Head of Religious Studies

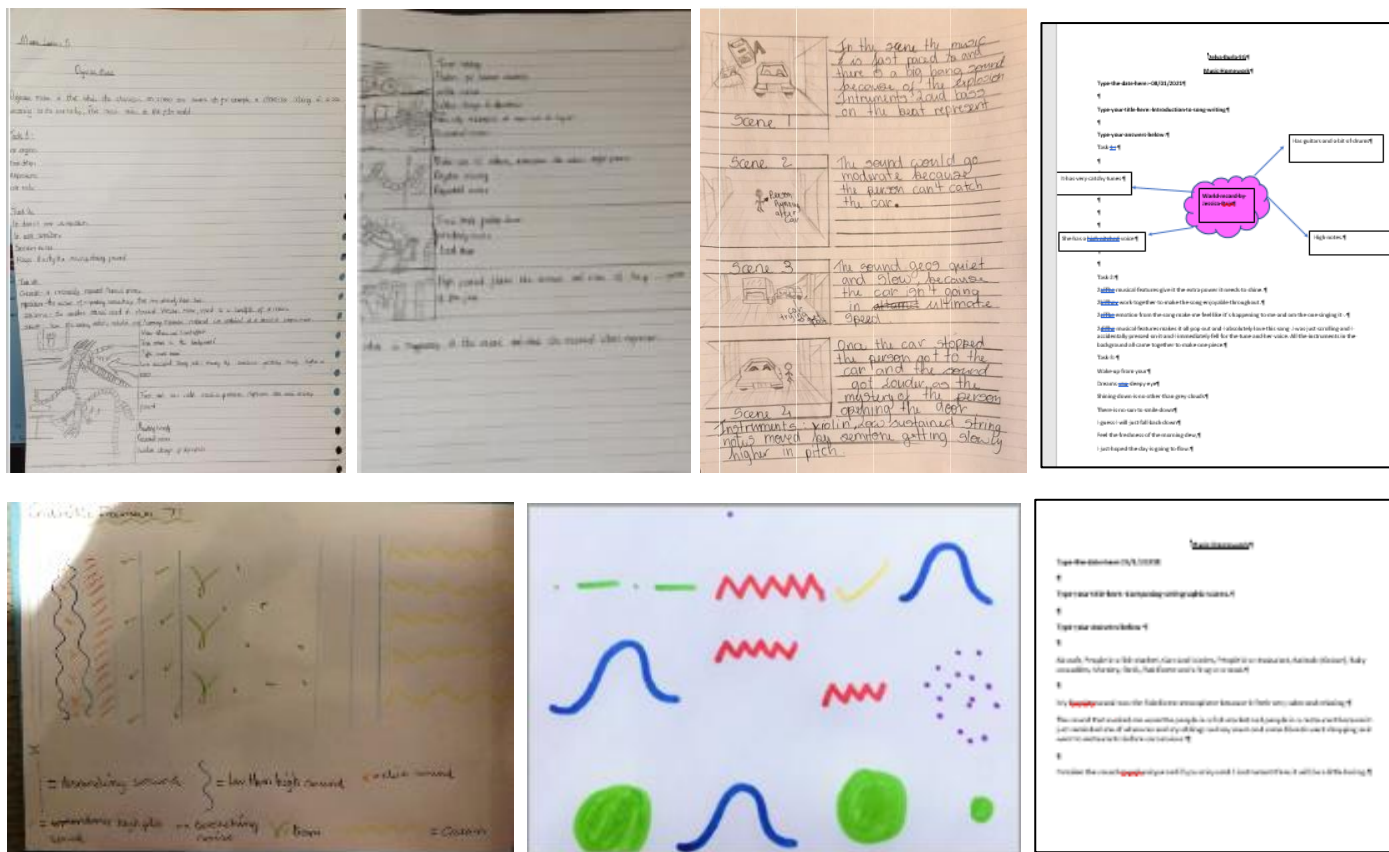
SMSC Music

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.

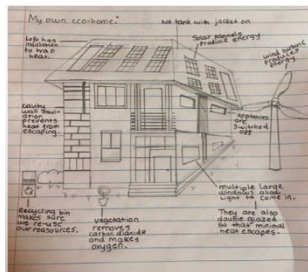
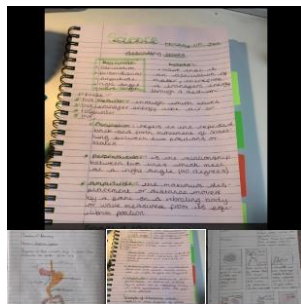
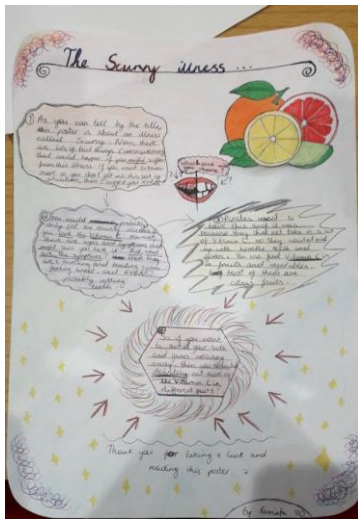
Miss Hurst
Head of Music

SMSC Science

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.



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, heating 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, saving 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 use the air in your garden.

Designing an Eco-House

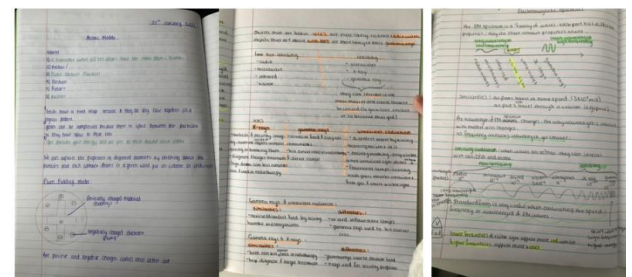
Shows the three different ways that heat can escape from this house. Explain why the heat escapes using ideas about conduction, convection and radiation.

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 left 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.



SMSC Year 9

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



AT JO RICHARDSON WE

- A**spire to be our best
- C**ommit to our learning
- H**old high standards in everything we do
- I**nvolve ourselves in our communities
- E**ngage with all opportunities
- V**alue, care for and respect each other
- E**stablish resilience


SUCCESS FOR ALL