



**Issue No 19**  
**12th February 2021**

## Important Dates

**Friday 12th**  
**February**

School closes for half term, re-opens  
Monday 22nd  
February

**Wednesday 24th**  
**March**

Year 7 Parents'  
Evening

## Just a reminder of our school day:

- \* 8am Up, dressed, breakfast and raring to go!
- \* 8:45am Lesson 1
- \* 9:45am Lesson 2
- \* 10:45am Breaktime
- \* 11:05am Lesson 3
- \* 12:05am Lesson 4
- \* 1:05pm Lunchtime: Get fresh air or call a friend
- \* 1:50pm Lesson 5
- \* 2:50pm Recap today's learning.

E-mail [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)  
Website: [www.millfield.lancs.sch.uk](http://www.millfield.lancs.sch.uk)  
Twitter page @millfieldhighsc  
#Be Exceptional #Team Millfield



# Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929



Dear Parents and Carers,

Here we are at the end of an extraordinary start to a new year and a new half term! I am incredibly proud of all Team Millfield: our hard-working students and staff; those of you at home juggling work and home-schooling and those parents who are critical workers going out to work. Your feedback suggests that knowing your child is accessing five hours of high-quality lessons every day helps to put your mind at ease, as you know your child is able to be focused and engaged in the routine of school life, which mirrors 'normal' school as much as possible.

Thank you to the parents who took the time to complete our remote learning survey. We received an incredible 354 responses, which were evenly spread across the year groups. An impressive 98% of our Year 8 to Year 11 parents told us that our remote learning provision has improved since last year! This is testament to everyone's hard work (and being determined to quickly adapt and learn new IT skills!) and the school's priority of ensuring all children could access a suitable device and broadband – this has meant there is no reason for any of our students to fall behind their peers with their learning.

What parents also told us was going well: 97% said teachers live on Teams was helpful; 97% said the work was accessible for their child and 75% said, going forward, they would prefer a virtual parents' evening, rather than in the hall.

In terms of the work being set: 73% said the work set was just right; 21% said there was too much work and 6% felt there was not enough. This is a difficult area to improve on as the majority of parents are happy; I would suggest that parents whose children are struggling with the workload keep communicating with the member of staff who rings them each week and they will offer help and advice.

In terms of teachers' feedback: 78% said feedback had been received and 22% said it had not. Some parents requested written feedback for all work submitted by their child; just like 'normal' school, this would not be possible as teachers may have five lessons per day, with up to 30 students in each class. Feedback is given in many forms, see Miss Copping's write-up on page 2 for more detail.

Using one platform to receive and submit work (Teams or Talaxy or email) is an area we need to improve. This was all new in January 2021 and we have quickly adapted to these new platforms, however the teaching and learning team will look to improve our policy on this.

Some parents raised the issue of not having had a parents' evening for their child yet. Like most schools, we hold one parents' evening for every year group and these are staggered across the academic year. However, if any parent has concerns and wants to check how their child is progressing, they can contact school at any time.

I wish you and your families all the very best and hope that you manage to enjoy some quality family time together over half-term.

*N. Regan*

Nicola Regan  
Headteacher

## *Be Exceptional!*

# Feedback and Progress

One of the key qualities of a successful student is the ability to think effectively and independently. To think effectively can mean a range of things such as the ability to manage time when completing tasks, staying organised and remaining focused. These are all skills that our students are developing whilst learning remotely.

Thinking independently is also an important quality when developing good learning habits. Students that can reflect on their work and self-assess effectively will make better progress. Our feedback system enables our students to develop their independent learning skills.

Just like 'normal' lessons in school, teachers carefully plan for in-lesson assessment and feedback opportunities using a range of methods, for example:

- ⇒ Self-marking quizzes, these provide instant feedback to students, highlighting any areas they might need to revisit.
- ⇒ Research has shown that providing modelled examples of top-grade answers is another highly effective way to stretch students. Providing a model answer is a brilliant way to see high expectations and helps students to review and mark their own work in order to identify what is needed to improve.
- ⇒ Live feedback in the lesson, with the teacher, or from peers. This enables the teacher to assess misconceptions and if they need to reteach something to students.
- ⇒ Teachers will provide diagnostic feedback every fourth lesson. This is feedback designed to help students better understand their current attainment level (by highlighting what went well) and how they can make further progress (by providing clear steps for improvement). This can include: a summary of what worked particularly well (with reasons), annotated comments, signposting students to further reading, recommendations on how to improve with an expectation that the student will redraft their work and correct any literacy errors.

Your child should be clear which lessons are teacher-assessed and which are self-assessed. If they are unsure they can check with their teacher when logged in to their Teams lesson.

To further support our students in developing effective and independent learning skills they can watch this short video: <https://www.loom.com/share/c886cfd0d5c94fc297a33c8ccc8f8595>

Miss Copping  
Lead Practitioner





# KEY STAGE 3

## New Reward for Key Stage 3

I love to develop new ways of rewarding students for outstanding behaviour and effort within the classroom. These scratch cards are a brilliant way of rewarding students for 'Brilliant Behaviour' and 'Exceptional Effort'. This will be rolled out after February half term.



programmes are aimed at opening the doors of opportunity and ensuring that all young people at Millfield are able to make fully informed decisions on their future, whether through further education or entering the world of work.

We are signed up to The Barclays Life Skills programme, KPMG Work Ready, Powering Transformation in association with Dell and the NHS Nursing Insight Session and Powering Potential Insight Sessions.

## Upcoming Careers Workshops

I am currently looking to run a number of bespoke programmes with a range of companies across different employment sectors in the coming months. All the programmes aim to help young people develop confidence and self-belief but also include a more explicit focus on skills development, particularly core transferrable skills such as teamwork, problem solving, public speaking, self-confidence, resilience and creativity.

Through these initiatives, we at Millfield are able to help young people 'think big' about their futures and access valuable employment opportunities. All our

**Opportunities available now: remote learning**

**The Talent Foundry**  
LifeSkills created with Barclays offers a standalone workshop or series of workshops for students aged 11 to 18 years old. Focused on developing core transferrable employability skills, raising self-confidence, motivation and aspirations.

**Powering Futures**  
The Big Idea  
The Big Idea is available to Year 7 - 9 students whilst they are learning remotely from home. Students will act as a brand new social enterprise company who want to gain funding from Dell for a new and exciting tech product.

**Powering Potential**  
Masterclass: 11th February, 4-8pm  
Perfect for students interested in politics! This Masterclass will see speakers discuss the legacy of the Turing administration looking ahead to the priorities of the Biden administration and how America may move forward as a time when the country is more divided than it has been in decades.

**Free resources available from more of our partners!**  
Our partners also have a range of motivational, inspirational and fun free resources available to you and your students! You can access a variety of resources through our [resources page](https://www.millfield.ac.uk/resources).

Linked in THE TALENT FOUNDRY NatWest KPMG

Turn over to see upcoming opportunities available once schools reopen!

**Opportunities available once schools reopen: book now!**

**Powering Futures**  
A workshop for Year 7 - 8 (11-12 in Scotland) students focusing on team-building and introducing students to engineering and sustainability through engaging activities.

**Powering Potential**  
The 2-3 hour inspirational workshop will give you and your KS3/4 Scottish students an insight into higher education whilst taking part in a problem-solving challenge which focuses on solving social and environmental issues using tech.

**M&G**  
M&G Literacy Challenge  
A fun and creative workshop for KS3 (11-12 in Scotland) students helping them to improve their writing skills and develop their confidence in using English for a range of purposes.

**M&G**  
M&G Skills for Life  
A series of four small workshops for KS3 students (11-12 in Scotland) exploring their strengths and areas of development, and helping them to plan their future.

**KPMG**  
KPMG Work Ready  
A workshop for all year groups helping to develop core transferrable & employability skills by challenging participants to work together to solve real-world emerging and cutting-edge technologies to solve real-world issues.

**Our upcoming masterclasses with the NHS and Dell - Register now!**

**NHS**  
NHS Nursing Insight Sessions  
A series of four virtual insight sessions for KS3 students (11-12 in Scotland) covering all things tech and careers. Available to all students in Year 10-13, students will hear from engaging expert speakers from Dell and Cyber Secure.

**Powering Potential**  
Dell: Powering Potential Insight Sessions  
Brand new series of virtual insight sessions covering all things tech and careers. Available to all students in Year 10-13, students will hear from engaging expert speakers from Dell and Cyber Secure.

**New programmes coming soon - express your interest!**

**Network Rail**  
Masterclass with Network Rail  
A series of four workshops for sixth form students in London or Milton Keynes delivered virtually or in school, and supported by Network Rail co-ordinators, helping students to develop key employability skills and to learn about their career opportunities available at a large corporate organisation.

**Medicines**  
Masterclass with Medicines  
A pre-apprenticeship programme for Year 13 students interested in going into a media career. Students will be introduced to key areas of Medicines and be given professional guidance from Medicines mentors on how to successfully apply for available apprenticeships.

Mr Byrne  
Head of Key Stage 3

**ROCK ASSEMBLY GOES VIRTUAL!**  
30TH SEPTEMBER 2021

FULLY-FUNDED VIRTUAL CAREERS EVENT FOR YEAR 10 - 13

A RANGE OF INTERACTIVE ONLINE WORKSHOPS TO CHOOSE FROM WITH MAJOR EMPLOYERS

LIVE PERFORMANCES WITH AN ARTIST Q&A HOSTED BY THE DIXON BROTHERS (KISS FM)

The full range of workshops to sign up to will be released after Easter. Please join the QR code to gain priority access before anyone else.



## A Message from Mr. Byrne

We are overwhelmed with the effort and resilience students in Key Stage 3 have shown since working from home. This has been a challenge for both parents and students. The students have most definitely risen to the challenge by submitting exceptional work in various formats. The teachers are especially thankful for students teaching us a thing or two along the way. Keep up the excellent work!

Please see below for some fantastic examples of their work.

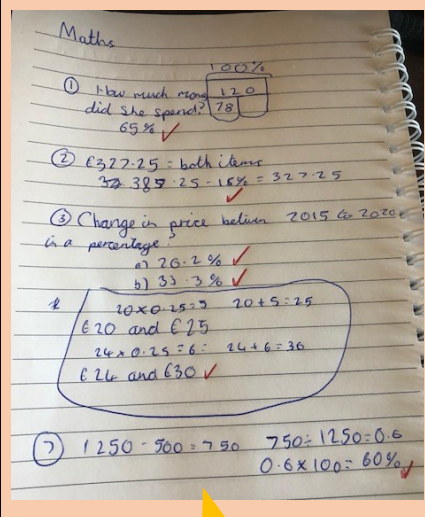
### From Miss Norman—Food

This is a cake that Sammi Cheng, Year 9, made as part of the food course.



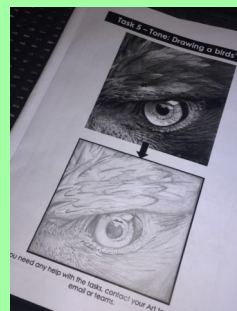
### From Mrs. Hall—Maths

Here is some exceptional work from Josh Alderson in Year 9.



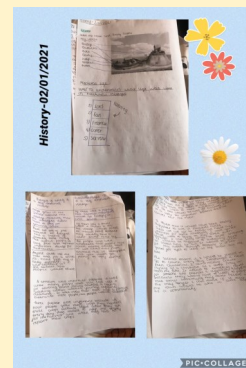
### From Mrs. Devaney-Art

Here is some exceptional work from Rebecca Blackburn 9A3.



### From Miss Shepherd—History

Here is some work from Claudia Greenwood (7A1) and Etta Davies (7A2) in year 7 who produced some fantastic work on Medieval Villages.



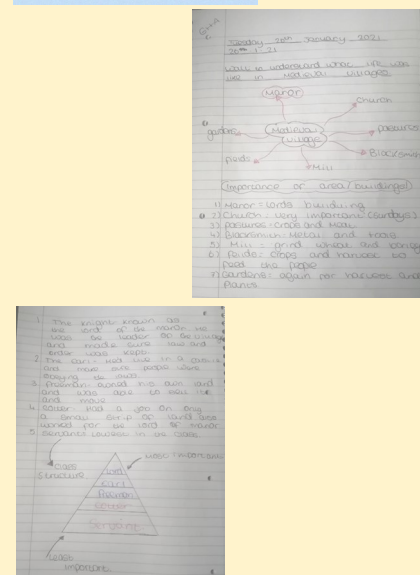
### From Miss Norman—Food

This week Tom Pritchard—Year 10 made some spicy chicken wings.

He made a marinade of hot sauce, Worcestershire sauce, honey, garlic, paprika, olive oil, black pepper, celery salt, coated the wings and left them over night. He cooked them in the oven last night; they were delicious, and he only left 6 for his lunch the following day!

#### What he would do differently next time:

Use garlic powder not lazy garlic as he didn't like the chunks of garlic on them. He'd use more paprika, and more hot sauce.





# KEY STAGE

# 4

Another successful fortnight for our Key Stage 4 students. Attendance and engagement with lessons remain high, which is testament to our students' resilience and determination to succeed, as well as the support of you, their parents and carers. I continue to be impressed by the high number of postcards sent out to Key Stage 4 students.

On Friday, we announced our first Student Engagement Raffle winners. Six students won vouchers to celebrate their continued engagement in lessons. Well done to those students and to everyone else who is attending well and working hard.



On Tuesday 2<sup>nd</sup> February, 35 students from years 10 and 11 attended a virtual presentation by Peter Wright who runs the Excellence Programme at Blackpool Sixth Form. We heard about the benefits of

going to university, the opportunities available, and the importance of having high aspirations. I'm sure all students who attended found it a useful session.

On Wednesday 3<sup>rd</sup> February, Year 10 students attended a virtual resilience workshop run by our colleagues at Blackpool and Fylde College. This was a really interesting and useful session and there were some insightful comments from our students.



On 24<sup>th</sup> February, Year 10 students will attend a virtual careers based workshop hosted by Blackpool Sixth Form. Year 11 will attend a similar event on 10<sup>th</sup> March.



**Myerscough  
College**

Opportunities for all to succeed

Myerscough College are hosting a virtual careers event with access to 50 employers from a range of career areas. I have booked a slot for Millfield students to attend on the afternoon of Saturday 20<sup>th</sup> February. Students will need to pre-register for this using this link <https://myerscoughcollege.vfairs.com/> and selecting 'guest' from the drop down menu. This event would be really valuable for our Key Stage 4 students to attend.

Please keep an eye on your emails; I regularly send out information about virtual events that will be of interest to students in years 10 and 11. As ever, please feel free to get in touch if you need any further advice or guidance [c.gower@millfield.lancs.sch.uk](mailto:c.gower@millfield.lancs.sch.uk) I hope you all have a safe and relaxing half term.

Miss. Gower  
Head of Key Stage 4



# Teaching & Learning Updates

## English



After a full half term of remote learning, teachers in the English department are hugely proud of the work and efforts of many of our students. Every single teacher has seen examples of fantastic work and seen students' dedication and focus pay off in the work they're producing. Well done everyone!

**Year 7** have nearly completed their study of 'Chinese Cinderella' and have studied the way that the English language has changed, and will continue to change, over time. Just think of all the words and phrases that the pandemic has created or brought into common usage...self isolating, social distancing, PPE, maskne, contact tracing, covidots, superspreader events... the list goes on! How many of us knew what 'furloughed' meant until last year? After all of this food for thought, next term Year 7 will be moving on to study Shakespeare's 'Much Ado About Nothing' and exploring some poetry too.

**Year 8** have also been busy, completing their study of persuasive writing and their understanding of how to employ ethos, logos and pathos. There have been many moments in the past few months where eagle-eyed Year 8 students might have spotted politicians using these very techniques. Next term will see Year 8 commencing their study of 'Macbeth' along with some themed work on 'Good versus Evil'. Among many other questions, they'll be considering if it is possible to be entirely good or entirely evil?

**Year 9** have spent this term

looking at dystopian fiction, exploring challenging extracts from 'The Handmaid's Tale' and 'The Bees'. Whilst writing the opening for their own dystopian stories, many clever Year 9 students have managed to link the reality of the pandemic to fiction they're creating. Next term will see Year 9 study some famous, maybe infamous, villains whilst polishing those reading and writing skills they'll need as they approach GCSE.

Hopefully everyone has remembered to submit their entries for Mrs Brady's 'Survivor Stories' creative writing competition. This is open to all students in years 7 to 9 and there are some excellent prizes up for grabs: Amazon vouchers and delicious sweets, to mention just a couple. Prizes will all be posted home!

Our Key Stage 3 students will be very interested in all the events that Mrs Bleakley and Mrs Black are planning for World Book Day in March. This year's theme is 'Share a Story'. Whether we are in school or still learning remotely, there will be some fun and exciting activities for students to take part in. In the meantime, don't forget the Sora App which we've subscribed to, where students can freely access a wide range of online books. If anyone has forgotten their log-in details – please just contact English teachers.

**Year 10 and 11** students continue to study the GCSE curriculum. Year 10 have been revising the modern play and have studied poems from the 'Love and Relationships' anthology as well as brushing up their language analysis. Year 11 have

undertaken a wide range of writing and have been revising all of their literature texts. Many students in Year 11 have taken advantage of small group intervention sessions and are perfecting their skills in both

## Maths



reading and writing.

**Year 7** will be starting on the topic of directed numbers. This involves numerous representations of numbers, ordering and modelling calculations using different operations. They will also evaluate algebraic expressions, solve equations and manipulate powers and roots. The topic after this one is fractional thinking, which looks at how fractions are added, subtracted, multiplied and divided. Students learn how to convert between mixed numbers and improper fractions. Fractions in algebraic contexts extends this topic even further.

**Year 8** starts with the development of fluency in converting fractions, decimals and percentages. Students learn how to improve their calculator skills, particularly when using multipliers for percentage decrease and increase. Complex percentage changes and finding original amounts gives them a sense of numbers in the real world. They then move on to standard index form which involves understanding how powers of 10 can be manipulated with and without a calculator. Fractional and negative indices will challenge students to consider numbers of all sizes. Number sense checks rounding, estimation and error interval notation. Calculating with

money or metric measures are key skills which are used in everyday life.

**Year 9** start with deduction where they have to conjecture and solve angle and shape problems using algebra. Then they move on to transformations considering rotations and translations. Maths and money will show them all sorts of real-life examples of using mathematics and numeracy such as calculating bills and bank statements, VAT, wages, exchange rates, unit pricing and simple/compound interest.

**Exceptional KS3 work so far during remote learning:**

Handwritten student work for KS3, including a multiplication table, a price increase diagram, and a probability tree diagram.

**Year 10** students started the term representing and solving inequalities. They moved on from this to represent inequalities on a graph. Students will be finishing the half term calculating and measuring bearings.

**'Closing the Gap'**  
Students have recently completed their end of term assessments and their teachers have identified their areas for development. Based on results students have been set independent tasks on Hegarty maths to improve their progress and current attainment.

National Numeracy Challenge logo and a flowchart titled "THE CHALLENGE STEP-BY-STEP" showing steps like "TAKE THE CHALLENGE CHECK-UP", "REACH YOUR TARGET!", and "SEE THE TOPICS YOU NEED TO WORK ON".

**Year 11**

Year 11 have bespoke schemes of learning and all classes have been learning different skills. These range from calculating missing angles using circle theorems to finding missing angles using Pythagoras' Theorem.

Please read the information below to help guide students succeed in Maths when working remotely:

Graphic titled "Succeed in Maths working from home..." with "Online Practice Papers" section. It lists Higher and Foundation papers 1, 2, and 3 with corresponding URLs for mock exams.

**Aiming for the next grade 6 challenge**

Please follow the six-week revision schedule below and aim for the next grade (prizes are available for fully completed challenges).

**Aiming for Grade 3/4/5:**

Topic	Action	Date completed
<b>Week 1 Ratio problems</b>	Watch clips 335, 336, 337 & 338 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 2 Pythagoras' theorem</b>	Watch clips 497, 498, 499, 501 & 502 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 3 Independent events and probability trees</b>	Watch clips 361, 362 & 363 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 4 Direct proportion</b>	Watch clips 576, 577, 579, 580, 581 & 582 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 5 Volume</b>	Watch clips 344 & 345 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 6 Compound interest and depreciation</b>	Watch clips 94 & 95 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	

**Aiming for Grade 6+:**

Topic	Action	Date completed
<b>Week 1 Calculating with roots and fractional indices</b>	Watch clips 108, 109 & 110 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 2 Quadratic sequences</b>	Watch clip 247 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 3 Iteration and numerical methods</b>	Watch clips 322 & 323 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 4 Vectors: Geometry problems</b>	Watch clips 628, 629, 630, 631 & 632 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 5 Histograms</b>	Watch clips 442, 443, 444, 445, 446, 447, 448 & 449 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	
<b>Week 6 Simultaneous equations: Quadratic/linear</b>	Watch clip 246 on Hegarty Complete the quizzes that accompany the clips Send over the screenshot of your results to your teacher via email	



# Science

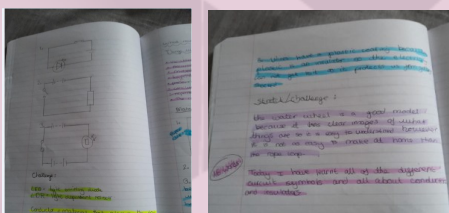


**Year 7** students have had a busy half term completing their class work from home. They have been taught how acids and alkalis react as well as studying electrical circuits and how they work. They will start the new term by working on the topic 'Muscles and Bones', where they will cover what the skeleton is made up of and how we use the circulatory system to survive. Some students may also move onto 'The particle model', where they will study about the three states of matter and how their particles are arranged.

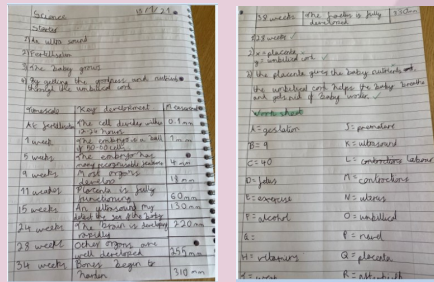
**Year 8** students have been working exceptionally hard from home studying about the Periodic table and about Earth and Space. Next term, they will move onto Breathing and Respiration, where they will study the difference between anaerobic and aerobic respiration and also they will cover some chemistry. The chemistry topic they will cover is 'Metals and their uses', where they will learn about the different properties of metals and where they can be used.

**Year 9** students have worked hard on the topic Forcefields and Electromagnets last half term and will start the new term continuing to learn about the fundamental skills in biology. This is a good stepping stone for the students and works as a transition module for GCSE. Some students may also move onto the chemistry transition topic about separating techniques. Here they will extend their knowledge of the techniques to separate different types of mixtures.

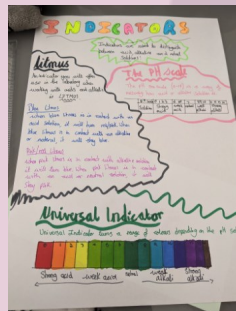
Here are some examples of KS3 work that have been produced:



Libby B—7A2



Isabelle P – 7A1

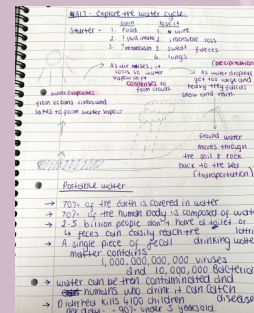


Jasmine M— 7A1

**Year 10 and 11** students have been engaging brilliantly in their science work. Year 10 students have been carrying on with their study of health and disease whilst triple science chemistry students have been completing the electrolysis topic, with combined science chemistry students working through the acids and alkalis topic. In physics the combined science groups have been discovering the uses and dangers of EM waves in the Waves and Light unit whilst in triple science physics students have enjoyed learning about space, the life cycles of stars and the origins of the universe!

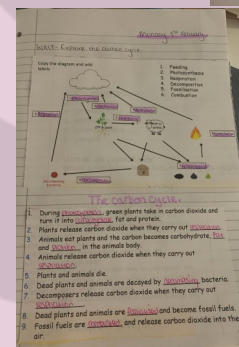
**Year 11** have been completing the final biology, chemistry and physics units and are now revisiting topics, applying their understanding and completing assessments. The year 11 science students have continued to engage with the science courses and it is pleasing that so many of Millfield's students want to continue studying science-related courses from September! If any Year 11 would like advice on science-related courses after finishing at Millfield then please do contact your science teacher.

Here are some examples of KS4 work that have been produced:



Abigail S Year 11

Daniel Year 11

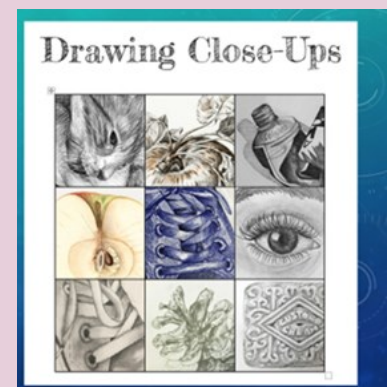


Millie S Year 11

# Art



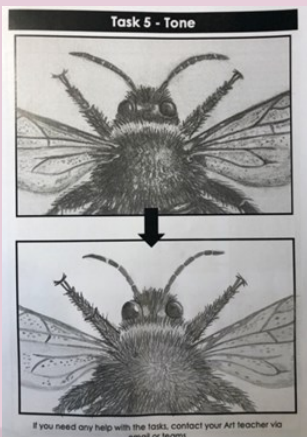
**Year 7** art groups have been working on an ongoing project based of drawing close ups. These have been completed in a variety of mediums including paint, biro, pencil and pencil crayons. It has given the students time to get away from the computer screens and relax whilst completing some art work.





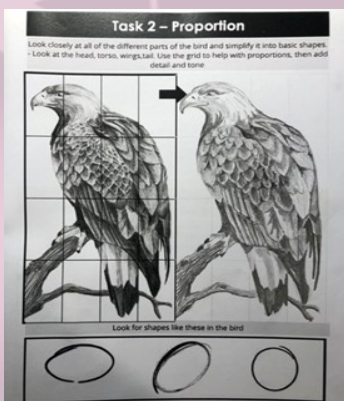
### Year 8 – Insects

Pupils have been working in their new remote learning workbooks, drawing lots of creepy crawlies whilst learning some vital basic skills for art. Working independently, with only demonstration videos and minimal art equipment, pupils have impressed us all. They have been using observational skills to recreate insects with accuracy, looking at shapes and proportions. We have been exploring tone, and mark making, which once added to our insects, help give the illusion of textures and details. We have had some fantastic pieces of artwork so far.



### Year 9 – Birds

Pupils have been working in their new remote learning workbooks, drawing a variety of different birds and their features whilst learning some vital basic skills for art. Working independently, with only demonstration videos and minimal art equipment, pupils have definitely impressed us. One of the tasks introduced was a detailed drawing of an eagle where pupils used their observational skills to draw with accuracy, looking at shape, proportions and pattern.



### Year 10 – GCSE Art & Design

Art students in Year 10 have been continuing with their independent research project. In this project pupils pick a theme to explore, which includes Culture, Environment and Conflict. They have been completing some artist studies whilst learning from home and recreating artworks that will go on to help inspire their own final pieces. They have been working exceptionally hard often creating their own art resources from equipment they have at home.



### Year 11 – GCSE Art & Design

Art students in Year 11 have been continuing with their Final Independent Projects. They have been working exceptionally hard to produce a range of artworks for their artist studies and some have started to develop ideas for their final pieces. We have seen some amazing examples of work so far, exploring a range of topics with a variety of outcomes: drawing, painting, embroidery, print and sculpture. One pupil has even been creative with household rubbish! This next week most students will move on to start planning their final artworks -it's very exciting!

## Dance



Year 7 have been looking at body percussion and how this is used in dance. All students have learnt an example of body percussion and then choreographed their own routine. Students used their imagination and creativity this

half term and created a shaker to use in their routine – I was extremely impressed with their efforts! Next half term, we will be looking at Bollywood. Students will learn all about the Bollywood culture, learning key motifs and choreographing their own routine.



Year 8 and 9 have been looking at different musical icons. Students have looked at the iconic band Queen and the jukebox musical "We Will Rock You" that incorporates all of their iconic music. Students used their creativity to design a costume for the musical and were able to explain their reasoning behind it.



All students then looked at the iconic Michael Jackson and analysed his iconic movements.

They were then able to choreograph a short motif that showcased some of his actions, including the moonwalk and anti-gravity lean. Students were able to write this motif down and explain their choreographic ideas.

In **Year 9** most students were able to confidently recall the choreographic devices and relationships and use these to develop their motif, making it more engaging for the audience.

Next half term, we will be looking at how dance can be used to engage the audience and educate them.

**Year 10** have continued to study section C of the written exam – Dance Anthology. The first set work we have been analysing is *Infra*. Students are studying in detail. Four production features (lighting, set/staging, aural setting and costume); they are becoming aware of why these choices were made and how these features contribute to the overall choreographic intent of the work. Students have also looked at pedestrian movement and how this is used within *Infra*. They choreographed their own motif and were able to describe this using action, space and dynamics. Next half term, students will continue to analyse *Infra*, developing their knowledge on how the production features contribute to the stimulus and mood of the work.

**Year 11** have started to study section C of the written exam – the compare and contrast question. Students have recapped the production features of all six set works and have begun to identify similarities and differences. Students have started to write their own exam style answers and have been developing their knowledge of how to structure the answers. In addition, all students have continued to work on their choreography and have

created a programme note to support their routine. Their choreography will be filmed as a priority when we return to school. Next half term, students will continue to develop their understanding and confidence on the 12 mark compare and contrast question and will begin to write timed responses. Students will also continue to work on their choreography and record their routine once we return to school.

## Drama



**Year 7** have enjoyed learning about pantomimes this half term and will enjoy studying *The Haunted Mansion* next half term.



**Year 8** have enjoyed working on *The Haunted Mansion* this half term and will be learning about soap operas next half term.

**Year 9** have enjoyed learning about soap operas this half term and will enjoy looking at musicals next half term.

**Year 10** have continued to work on exam questions based on the set text *Blood Brothers*. They have also enjoyed devising their own monologues. Next half term they will review a live theatre performance and continue work on their monologues.

**Year 11** have continued to work on exam questions based on the set text *Blood Brothers*. They have also enjoyed working on their scripted performance at home where they have been learning and reciting their monologues. Next half term they will be

working on their live theatre review in preparation for section C of their written exam and will continue to prepare their monologues for assessment.

## Design Technology



**Year 7** have been learning about technical drawing and learning about the basics of design—looking at what makes good design and how to implement this in their own design work.

**Years 8 and 9** have been looking in detail at either more complex drawing techniques or a project looking at a set of high profile design companies with regards to innovation. This builds directly on from previous learning and will culminate in a real world design problem. Working in this way is a fantastic lead into GCSE NEA (non-examined assessment), which is worth 50% of the final grade, giving pupils who wish to take the subject forward a clear idea of what's involved.

**Year 10** are currently studying mechanical devices, ready to start a small project where they will use their knowledge to create a small vehicle that can complete a set of challenges.

**Year 11** are completing revision and developing design ideas for their final prototype. This has been another great half term for Technology at Millfield and all the team are really impressed with pupil engagement and ideas.





## Film & Media Studies



This half term has been a very successful one for our Media and Film students. They have grappled with new technology to produce some really high-quality work.

Year 10 Media students have been studying magazines whilst Year 11 Media students are in the middle of producing some fantastic magazines and film marketing material for their coursework. Both Year 10 and 11 Film students have been writing screenplays for new films. I have been really impressed with their imagination and the way they have been able to bring their visions to life on the page.

Next half term will see Year 11 Media students finalising their coursework and moving on to revision whilst Year 11 Film students will move on to revision of component 1: US films.

Year 10 Film Students will continue with their coursework and Year 10



Media students will begin their study of video games by looking at Fortnite.

## Food Technology



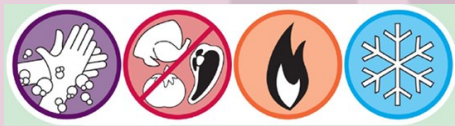
All year groups have been given the opportunity to complete different cooking skills at home with the caveat that it should be done with parental supervision. I have enjoyed receiving photos of many different food products created during lockdown.

**Year 7** have been looking at how to use equipment properly including how to use a knife safely and then learning about the

bridge and claw technique. Hopefully they will be able to practice these skills soon.



**Year 8** have been learning about the 4C 's-cleaning, cooking, chilling and cross-contamination. They have applied this knowledge to everyday life to reduce the



chances of getting food poisoning.

**Year 9** have just completed an extended piece of writing based on the exploits of 'Betty the Bacteria'. She has got herself into many unusual situations and has almost been killed off when visiting the freezer!



**Year 10** have just completed a series of lessons based on 'Veganuary' and produced some delicious super salads. They have also received a talk from Blackpool and the Fylde college on further education catering options and been given some useful ideas for store cupboard ingredient recipes to try out.

## Geography



**Year 7** will be continuing their learning on physical landscapes in the UK with a big focus on the Lake District.

**Year 8** will be continuing their learning on Challenges and Opportunities in the UK. With a focus on water, waste, pollution, and energy.

**Year 9** will be continuing their learning on Africa focusing on landscapes, people, deserts and Nigeria.

**Year 10** will continue looking at the work on glaciation in the UK with a focus on the Lake District before moving on to global ecosystems.

**Year 11** will be completing the work on the UK economy before moving on to resources.

## Health And Social Care



**Year 10** have been preparing for their component 1 assignment 'Coping with Life Events'. The hand in date for this assignment is on the 18th March 2021. Visit Teams individual check list to keep track of what you have completed.

**Year 11** are conducting 1:1 role plays for their final assignment. Evidence needs to be submitted no later than the 23rd February 2021. Visit Teams individual check list to keep track of what you have completed.



# History

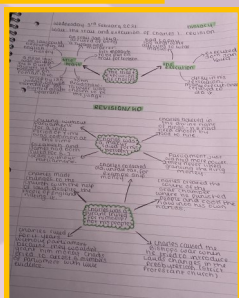
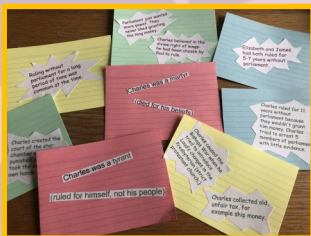
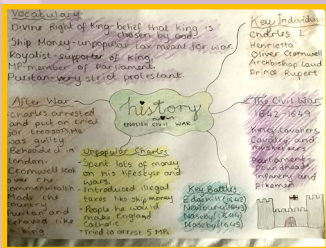


We have been so impressed with the engagement and standard of work students have been completing during this half term of remote learning. A reminder to all students to make sure you continue submitting your work. A special well done to the students in Key Stage 3 who have tackled the skill of completing assessments online. Students should remember that if they have missed a unit they can find the Powerpoint, Loom and any resources on teams and should be catching up with their missed work.

A breakdown of what students will be learning after February half term is below:

**Year 7** will be continuing with medieval life. Once the medieval life assessment is completed Year 7 will be learning about religion and the crusades.

**Year 8** will be following on from their completed topic on the English Civil War students will be studying the interregnum and restoration.



**Year 9** will be completing the Russian Revolution unit and then beginning a unit on the Road to World War Two. Before beginning this, students will find it helpful to remind themselves of the end of World War One and the Treaty of Versailles.

**Year 10** will be continuing with the Germany course and the Rise of Hitler chapter. Following on from the Rise of Hitler will be the Consolidation of Power chapter. Year 10 should remember that this is a source-based paper and therefore it is vital they are practising and submitting the exam questions when they are set.

**Year 11** have now finished revising the Elizabethan unit and will now be revising the Germany unit. As with the Year 10s, they should remember that is a source-based paper and therefore it is vital they are practising and submitting the exam questions when they are set.

### Stars of remote learning:

#### From Miss Elliott:

- 7B3 – Lily Holder
- 8A1 – Olivia Clueit, Holly Walwyn
- 8A2 – Katie Lee
- 8B1 – Hannah Jones
- 8B2 – Lily Beavers, Olivia Cope
- 8B3 – Jack Parker
- 9B1 – Payton Stewart
- 9B2 – Josh Alderson, Adam Sillett
- 9B3 – Liam Parsons
- 10C – Hannah Mullin
- 11C – Brandon Tauber

#### From Miss Shepherd:

- 7A1 - Charlie Hewson
- 7A2 - Archie Bowater
- 7A3 - Etta Davies

#### From Miss Higgins:

- Year 7- James Atkins
- Year 8- Lucy Addison
- Year 9- Phoebe Hutchinson, Josh Wilson, Maddie Gilby
- Year 10- Emily Cooney, Jake Hawes, Sam Warne
- Year 11- Hayden McIver, Lily Leeming, Meghan Pyke

# I.C.T.



As we have just had Internet Safety Day (9<sup>th</sup> February) all Key Stage 3 classes have been exploring how to stay safe online.

**Year 7** have learnt about privacy settings on different social media platforms, social media concerns such as, cyberbullying, trolls and identity theft as well as laws surrounding the use of social media.

**Year 8** have covered similar topics to Year 7 with the addition of looking at the "Truth about Social Media", focusing on fake news, catfishing and photo editing.

**Year 9** have looked at different forms of malware and how to prevent them causing damage to devices. They have also explored some of the dangers of social media and how to avoid them.

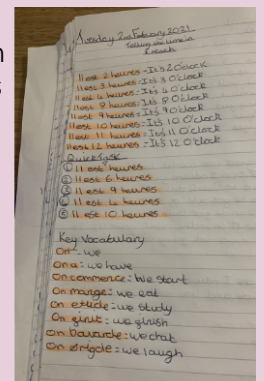
### Key stage 4

**Creative iMedia** have explored theory on camera angles, movement, storyboards, shots and other pre-production planning documents.

**Business Studies** have worked on task 3 of their R065 coursework - exploring different hat designs.

# Modern Foreign Language

**Year 7** have made fantastic progress, as they begin to learn how to describe their school life. Shinaya Hunte has really been getting to grips with telling the time in French and then learning the verbs we would need to talk about school activities.





## Year 8

We have been teaching students to be able to talk about what they wear for different occasions and how to describe actions in the future and past tenses. Already we see how students, like Marcus Wright, are using the future tense with considerable ease.

Ce weekend, je vais manager au restaurant et je vais porter une chemise blanche.  
Ce weekend, je vais aller en ville, alors, je vais porter un sweat à capuche noir.  
Ce weekend, je vais jouer au foot, alors je vais porter des baskets blanche  
Ce weekend, je vais faire du camping, alors, je vais porter un pantalon vert kaki.  
Ce weekend, je vais aller au cinéma, alors, je vais porter un jean.  
Ce weekend, je vais faire de la rando, alors, je vais porter un pull bleue.

**Year 9** students have started to learn about the world of work and how the ability to speak a second language can be vital, or at least very useful, in a large number of careers. After the half-term break we will spend some time really looking at the role of languages in careers. Research is currently showing that there will be greater demand for people with language skills post-Brexit due to companies needing to negotiate directly with European customers in the target language. The UK will need linguists!

**Year 10** have continued learning the topic of holidays and students have been revising tenses so that they can describe their vacation preferences. They have been working hard with how they can structure sentences and make the most of what they know already. We have even managed to complete some speaking work so that we can check how pronunciation is going. I was very impressed, particularly with Grace Wilkinson and Isabella Hill who sound like they have been living in France during lockdown!

## Year 11

The Year 11 have forged ahead with their language skill development, primarily in written, listening and reading tasks.

Revision is ongoing, and we have been looking at topics linked to home and region as well as holidays in order to help them build up their written abilities. Very impressive commitment from Jessica Wilson, Will Cooper, Jamie Maskell and Charlotte Owen to name but a few! An amazing group of linguists who have shown the level of resilience which Mr Smith would find breathtaking and the MFL department are looking forward to enabling them to secure the best grades possible.

## Music



The students have been working extremely hard in their music remote learning lessons, which is a credit to them! They have been missing seeing Sindy, the bluetooth speaker, but hopefully they've been able to listen to their own music at home! I'm very happy to report that Lancashire Music Service have been delivering weekly online music lessons on Teams, so that Millfield students learning an instrument have been able to continue with lessons from home.

**Year 7** students have concentrated on musical loops, body percussion and vocals, taking part in online workshops during their remote lessons. Next half term they will be learning all about Music in TV adverts.

**Year 8** have put their creative writing skills to good use and have been composing raps, learning about content, flow and delivery. Next half term they will be focusing on virtual keyboards.

**Year 9** have been learning all about music in the media and have been assessed on the film music of Harry Potter!



Next half term they will be studying virtual instruments.

**Year 10** have started to plan their Music Product for their Unit 2 project and have still continued with their group work thanks to Teams Breakout Rooms.

**Year 11** are working hard on their Performing Unit and have taken part in warm-ups and rehearsals; just going solo for the time being!

## P.E. & Wellbeing



During lockdown it is important that the students at Millfield are looking after themselves both physically and mentally. With this in mind, students will be given an opportunity to use their PE lessons next term to participate in a wellbeing activity. Students are to choose one of the following in their PE lessons:

- 1- Go for a walk.
- 2- Go for a run.
- 3- Go for a bike ride.
- 4- Complete a fitness workout (Sky Q, Joe Wicks, google)
- 5- Learn a skill (juggling, rubix cube, sign language etc.)
- 6- Complete a weekly challenge (kick ups, plank challenge, press up challenge).
- 7- Read a book
- 8- Yoga, meditate

Students are to log in at the start of the lesson, letting their teacher know what wellbeing task they will be doing that lesson.

Below are some websites for them to access:

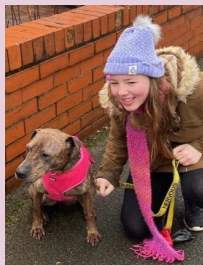
[Exercise and mental health - YouTube](#)

[The effects of exercise on mental illness - Bing video](#)

## P.S.H.E.



Considering the current situation, which appears to be going on longer than we had hoped, we have decided to use PSHE for students to look after their wellbeing.



Students may wish to go for a

walk, sit in the garden, read a book, clean the bathroom... anything to get them away from the screen! We won't get chance to post them all, but it would be nice if students could email pictures of their "wellbeing hour" to

[m.deaville@millfield.lancs.sch.uk](mailto:m.deaville@millfield.lancs.sch.uk)

so we promote wellbeing.

Students need to join your Teams during every PSHE lesson to let us know what they are doing.

Students **must** be back online and ready to work for the following period.

## R.E.



**Year 7** have moved on from Christianity and have been learning about the religion of Hinduism. More

specifically they have been understanding what makes a good role model



in the Hindu religion. There has been some fantastic work completed by students. Next term we will move on to look at central aspects of the Islamic faith.

**Year 8** have spent this term learning about whether it is acceptable, within the Christian teaching, to use violence. This has been centred around the work of Martin Luther King, Sam

Childers and Oscar Romero. Pupils have got to look at whose actions are most in line with Christian teachings. Next term pupils will be learning about where true happiness comes from, by looking at Buddhist perspectives.

**Year 9** have spent this term learning whether religious people should be "greener" than others.



Pupils had the chance to study the statistics and information about climate change along with religious beliefs about this. Pupils also briefly looked at the impact of Covid-19 lockdowns and their impact on specific parts of the world. Next term, we will be learning about whether religious people should be allowed to express themselves and the impact of doing so in our world.

**Year 10 and 11** have finished their first unit on the course and have started their second. Year 10 are learning about what it means to be a humanist. This is a belief system on the rise in the UK. They will be studying their core values and their approach to life as non-religious belief becomes ever popular in UK society. Year 11 pupils are going on to study how we should act. They have started by considering their own moral values and how they should act in specific situation. We will move on to look at how they should act towards others and in our society by comparing the law, religious beliefs and their own viewpoints.

### GCSE RE

**Year 10** have been studying religious attitudes around good and evil this term. This has involved conversations about

what makes an action good, capital punishment and more recently forgiveness. Pupils have been working hard on their descriptions, explanations and skills. There has been some fantastic effort by pupils to produce some outstanding work. I would like to remind pupils to use the department website for any resources they need, as all revision material has been uploaded, including the PEE paragraph booklet that will help pupils with structuring their explanation work. Pupils are putting 100% into their work and I hope that this continues.

**Year 11** have spent the time working through component 1. Everyone should now have had their feedback from their mocks. However, if there is still confusion then please get in contact with the department so that all pupils understand where they need to be heading. As we are revising content that has already been taught, it is vitally important that pupils continue to state when they are unsure so that all sections of the course are fully understood. As work is currently completed online this gives the department the opportunity to work on the same piece of work and provide intervention almost the same as in a classroom environment. We will be continuing our revision of component 1 in the upcoming half term before revisiting component 2 and 3 again.

## Sociology



Congratulations to all of our Sociologists who continue to impress us whilst learning remotely! The standard of work produced has been fantastic. Please keep up the hard work.

A polite reminder to please log in to Teams at the start of the lesson where possible. We start all lessons with an introduction and it can be a little distracting for students if instructions are repeated.

**Year 10** are coming to the end of

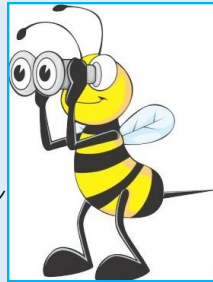


the social stratification unit. This is the first big unit for paper 2. There is a folder of revision materials on Teams for students to access over the half term break. In the first lesson back after half term all students will sit their end of unit examination. This will be a time controlled assessment which will be live for their normal timetabled lesson on Tuesday 23<sup>rd</sup> February 12.05-1.05pm. Following the end of unit exam, we will start the Crime and Deviance unit.

**Year 11** students are engaging very well with the new routine. Tuesday's lesson is a Seneca revision task and quiz. Wednesday's lesson (every fortnight) is theory work and in class intervention and Thursday's lesson is exam practice work. It is especially important that all students are logging in to Teams every Thursday to continue to show progress and submit work to reflect the grade they are currently working at. We are currently revising the Social Stratification unit. A knowledge organiser is in the class materials folder on Teams and all students have a revision guide and a revision pack at home.

## Parent Governors Required

*We are going to be recruiting Parent Governors. Please look out for an emailed information pack which will contain more details. This will be sent out after half term.*



## REMINDER ABOUT FACE COVERINGS

Wear one for EVERYONE

## Keep an eye on your post!

Just because we are not all in school, that is not going to stop us rewarding our exceptional students with Hot Chocolate on Fridays with Mrs Regan! Will you be nominated to receive a delicious hot chocolate reward?



## Teaching and Learning Tip

Whilst completing remote learning it is important to maintain high expectations and standards. With a clear routine, encouragement and motivation students should continue to perform at the level we know they are truly capable of.

### resilience:

"an ability to recover from or adjust easily to misfortune or change."

### Top tips to be successful:

- ➔ **Show resilience** - If you are stuck, don't give up completely! Attempt all work to the best of your ability. Treat your remote lesson like a normal lesson - work as hard as you were in school. Be proud of yourself!
- ➔ **Take time to rest and recharge** - Try to follow the schedule for your lessons, but if things are becoming difficult to focus on, take a 5-minute break and come back to it. Let your teacher know you are struggling. Be kind to your mind! If you need a break, take one. Taking a short break can help to refresh your mind so that you can concentrate again. Stretch, spend time with your pet, water your plants, have a quick snack or make a drink.
- ➔ **Ask for help** - if things get tough, don't just push it away. Ask a parent/carer/sibling/ friend for help, reach out to your teacher, or seek the help of your classmates. Support will always be available as long as you ask for it.

# Pancake Competition



## Pancake Day

Pancake day, or Shrove Tuesday, is the traditional feast day before the start of Lent - the 40 days leading up to Easter. On Shrove Tuesday, Anglo-Saxon Christians went to confession and were 'shriven' (absolved of their sins). A bell would be rung to call people to confession. This came to be called the 'Pancake Bell' and is still rung today.

Shrove Tuesday always falls 47 days before Easter Sunday, so the date varies from year to year and falls between February 3 and March 9. In 2021 Shrove Tuesday will fall on February 16th.

## Pancake Challenge

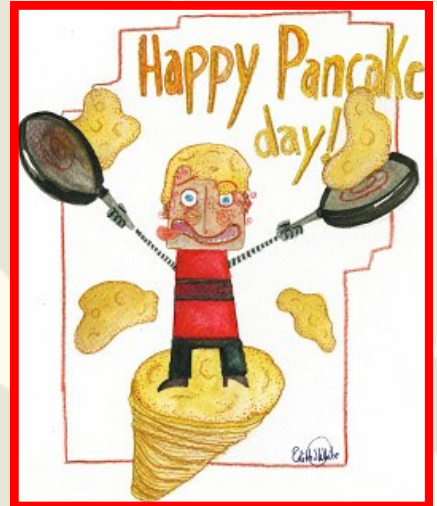
### How creative can you be?

**Challenge A** - design and make a creative sweet or savoury pancake that uses at least two fruits or vegetables in its design.

Submit your entry to [c.norman@millfield.lancs.sch.uk](mailto:c.norman@millfield.lancs.sch.uk) by: 22nd February to be in with a chance of being crowned 'Pancake design champion 2021'.

Marks will be awarded for:

- Creativity and imagination.
- Promoting healthy eating.
- Incorporating a variety of skills such as pouring, mixing and chopping.



**Delicious!**



## EXTREME Challenge

### How creative can you be?

**Challenge B** - design and make a 3D pancake object or scene using either sweet or savoury pancakes.

Submit your entry to [c.norman@millfield.lancs.sch.uk](mailto:c.norman@millfield.lancs.sch.uk) by: 22nd February to be in with a chance of being crowned 'Pancake 3D design champion 2021'.

Marks will be awarded for:

- Creativity and imagination
- Structure and design
- Use of colour and pattern



## Pancake Competition

Entry Form

Your Design Idea:

Full Name:  
Form group:

Paste a picture of your final pancake here.

What ingredients did you use?

Tell us a bit about your design:

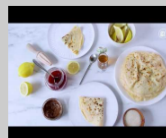
## Basic Pancake Recipe



**Health & Safety:** You must have permission and be supervised by an adult when cooking in the kitchen.

### Ingredients:

100g plain flour  
2 large eggs  
300ml milk  
1 tsp sunflower or vegetable oil, plus a little extra for frying



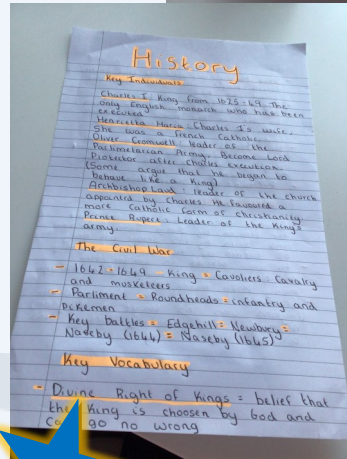
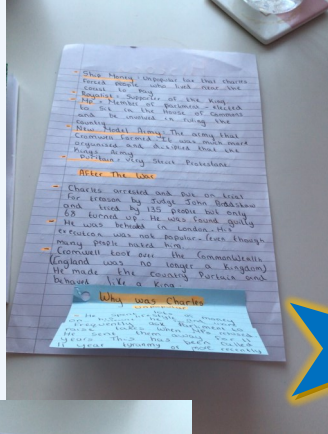
### Method:

1. Put plain flour, eggs, 1 tsp oil and a pinch of salt into a bowl or large jug, then **beat** to remove any lumps. Gradually add your milk, whisking until you have a smooth batter.
1. Set aside for 30 mins to rest if you have time, or start cooking straight away.
1. Set a **medium frying pan or crêpe pan** over a medium heat and carefully wipe it with some oiled kitchen paper.
1. When hot, pour a small amount of batter in to your pan, just enough to coat the bottom.
1. Cook your pancakes for 1 min on each side until golden, keeping them warm in a low oven as you go.

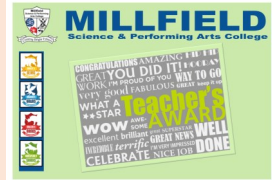


# Excellent Knowledge Organisers

Miss Higgins has been impressed with Lucy Addison last week, for her Year 8 knowledge organiser on the English Civil War.



# Over 1900 Postcards Home!



**Exceptional Students!**

# Spring is in the air!



The bulbs are starting to break through and I've seen some snowdrops and crocuses around the local area. Keep an eye out for the purple crocuses amongst the trees at the front of school if you are walking that way. They were provided by the local Rotary Club to commemorate the success of the worldwide polio vaccine programme, and there is a plaque on the wall near reception (on the corner where the bikes are left) to commemorate this.

Now is the time to really start planting and preparing to get ready for your very own vegetables and fruit. By planting your own, not only do you get a sense of achievement and wonder, but you also save on plastic. For every tub of tomatoes you harvest from your own garden, one plastic tub from the supermarkets doesn't go into your bin. Even cucumbers come wrapped in non-recyclable plastic, so if you can grow them, think about how much plastic you can save (and money!).

Towards the end of February we can begin to plant:

- Aubergines indoors
- Broad beans outdoors
- Chillies indoors
- Cucumbers indoors
- Onions outdoors
- Parsnips outdoors
- Rhubarb crowns outdoors
- Tomatoes indoors (If you sowed any tomato seeds in January these plants will be ready for a warm greenhouse outside if you have one).



If you do not have a garden it does not stop you from growing your own fruit and vegetables. Some can be grown indoors on sunny windowsills (e.g. chillies) and others in large pots in warm sunny places (e.g. tomatoes - my neighbour grows her tomatoes in her back porch and is always more successful than me!).

Window baskets are also ideal for planting small or hanging fruits, vegetables, and herbs (e.g. strawberries, tomatoes, chives, basil, chillies and beans). Hanging baskets are great too, but if you do use window/wall planters or hanging baskets, make sure you place a tub or deep dish (I use those plastic takeaway tubs) with stones in to act as a reservoir, otherwise all the water will drain out before it can be taken up by the plants.

I'm definitely not an expert, but feel free to email me at l.mccaffery@millfield.lancs.sch.uk and I may be able to help, answer questions, or find the answer out for you.

**Happy growing!**

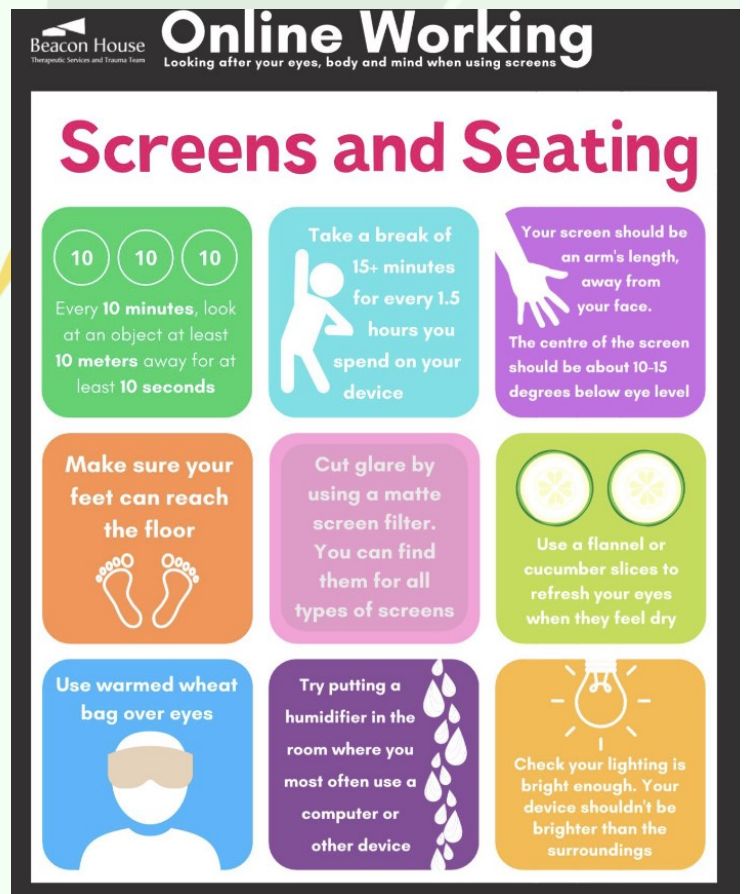


# WELLBEING



Firstly, I want to say a big well done to the students who have been wonderful during this difficult period. The effort, commitment and resilience everyone has shown has been remarkable!

Secondly, I want to remind you all that we are aware it has not been easy and we continue to be available to support you with any problems you may have via the usual methods. You could also look on [www.kooth.com](http://www.kooth.com) if you would rather discuss things with people away from school.

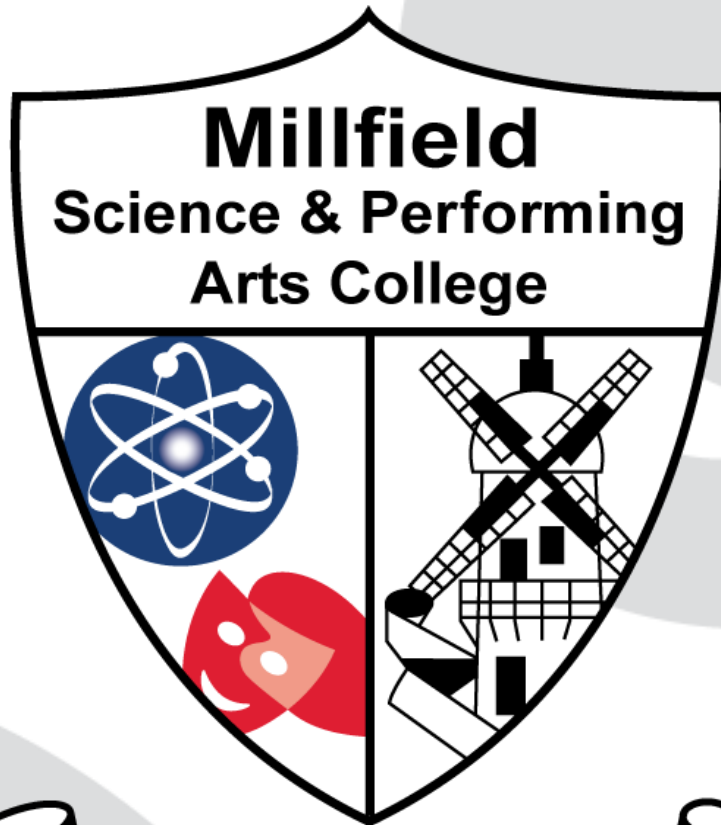


Thirdly, although it is half term, take a look at the poster about screen and seating. It's really important to look after yourself and, although I can't see some of you wanting to put cucumbers over your eyes, you may find the other bits useful!

Finally, a huge well done to all those students who have been rewarded for their efforts this half term; there are too many to mention! 23 students have received a £10 voucher for their effort and commitment with over a hundred more students receiving letters of praise. We have sent out 1900 postcards to acknowledge exceptional work and are now beginning the weekly draw for attendance where students, per year group, can win a £20 voucher; one of two £10 vouchers, or a Millfield scratch card with mystery prizes that can be redeemed when you return to school!

Mr. Deaville  
 Assistant Headteacher  
 In charge of Behaviour and Safeguarding





Creating Bright Futures

*Be Exceptional!*