



Issue No 33

14th January 2022

**Important Dates:**

**Wednesday 26th  
January  
Year 11 Parents'  
Evening**

**Friday 11th February  
School closes for  
half term**

**Monday 21st February  
School re-opens**

**Please see Page 6 for  
all the dates of  
Parents' evenings this  
year.**

**REMEMBER**

If your child tests positive on a Covid lateral flow test, or a PCR (laboratory) test, please notify the school on [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk).

Thank you.

Email [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

#BeExceptional

#TeamMillfield



# Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929



Dear Parents and Carers

Happy New Year to you all! I hope you had a wonderful and restful Christmas with your families.

Thankfully, we have returned to school in January with face-to-face teaching and not remote learning! The students have done us proud; to keep our community and families safe they came into school and completed a Covid lateral flow test in the hall. We now have a fantastic team of trained staff, who are usually our exam invigilators, who are trained to run the testing site in the hall; they ensure our students are

looked after and the whole operation is seamless. We are incredibly grateful for their kindness with our students, their time, their organisational skills and their expertise! Unfortunately, some students are still not coming to school with a face-covering – please can I ask parents to support the school as we are required to pay for these from our school budget.

Please can I take this opportunity to thank you for your support in December; I can now confirm the total amount of money raised! In the Great Elf Run, for Trinity and Brian House, we raised a total of £916! We then raised an additional £756.79, for Doherty's Destiny, in our non-uniform day and glow in the dark dodgeball!

With donations from you, and help from Mrs Clare's football mums, we were able to provide Christmas joy for some of our families. In total, eleven families had hampers delivered from Millfield (including wrapped gifts for the children) and seven families were supported with £100 in vouchers, from Mayor Andrea Kay, to help them enjoy a Christmas with their children. This generosity made a huge difference to our families, and it makes me proud to be part of such a wonderful, caring community.

I began the new year with a slightly different theme to my assembly this year: rather than thinking about our new year's resolutions (which can, unfortunately, fall by the wayside after a few weeks!), I reminded students about The Millfield Way. I discussed with them our expectations; working hard; looking after one another – like a family; being tolerant of others; ensuring they challenge and stretch themselves to be the best they can be and the importance and value of an education – how it can open doors to their futures. We are Team Millfield, and we are proud of who we are.

As promised, we have included the comments and action points from the Parents' Forum held in December. Please see pages 2 and 3 for the write-up. As always, if you have any queries or concerns, please do not hesitate to contact the school. Our team of staff work incredibly hard to ensure that Millfield is a happy school, where children receive an outstanding education. If you ever feel like an issue has not been resolved, always contact us again so we can do our best to make sure your child is happy at school.

We use Twitter to celebrate events and achievements of our students and remind parents of events, you can follow us at [@millfieldhighsc](https://twitter.com/millfieldhighsc).

Best wishes

*N. Regan*  
Nicola Regan  
Headteacher

## Be Exceptional!



Concern raised about references to gender in the uniform policy and on the uniform list.

**ACTION POINT** – Mr Deaville to ensure the uniform policy is gender neutral .

Concern about school insisting on a suitable skirt length.

**ACTION POINTS** – Mr Smith:  
Assemblies and PSHE around dressing professionally for a workplace.  
Mr Booth: School council working party on the current uniform and how it could be improved.

Some parents felt that home-learning can be confusing on Talaxy and we use too many platforms; however, it was discussed that this is due to using various Apps and software to assist students' learning (e.g. Hegarty maths and SENECA)

**ACTION POINT** – SLT are attending a demo of a new package which should address these concerns.

Some parents raised concerns over the quality of feedback at parents' evening by some staff, they advised some staff did not speak for even 2 minutes – though this was only a couple of teachers.

**ACTION POINT** – Mr Grayston to look at whether this is a training need for staff, as staff do have set criteria about what should be discussed.

Parents felt that communication has improved with Talaxy but there are still issues with Talaxy.

**ACTION POINT** – SLT are aware of limitations of Talaxy and are attending a demo of a new product in January which should address these concerns. If we go ahead with the new app, it would be in September 2022.



# Summary of Parent Forum

Attended by the (SLT)/Vice Chair of 8th

Senior Leadership Team Governors/24 Parents December 2021



One parent felt that the Year 7 Tutor evening was too early in the year and a phone call would have sufficed, however another parent preferred the face-to-face meeting.

**ACTION POINT**– Mr Grayston to look at whether this evening should be replaced with a phone call and the tutor evening moved until just before the first revision week, so advice can be given.

Parents asked for clarity on why we do an interim report straight after a parents' evening. This is because the parents' evening would comment on in-class progress, whereas the interim report would include the most recent assessment feedback.

**ACTION POINT** – Mr Grayston to look at whether the timings of these reports could be streamlined.

Some parents thought that the rewards postcards were a good idea, whereas others wanted clarity about why they were sent out. It was felt that it was unfair that some year groups got more than others.

**ACTION POINT** – Mr Deaville to look at making them less generic.

Covid – some parents were concerned that we might return to Covid 'bubbles' and it was felt that some schools did not do 'bubbles'. Mrs Regan assured parents that we would try to avoid this, but that we had to follow government guidelines. Some schools may not have had 'bubbles' due to the layout of their school.

Some parents would like to have more than one parents' evening each year. It was advised that most schools only have one per year and we have an additional one for Year 11. Additional parents' evenings are not possible due to other obligations on staff time. Some parents felt that concerns raised at parents' evenings should have been mentioned before.

**ACTION POINT**– Mrs Regan to remind staff to contact parents prior to parents' evenings if there are any significant concerns about progress.

After-school intervention – the main concerns were around knowing whether your child should be in intervention and how progress was informed to parents.

**ACTION POINT** – Mr Grayston monitors the impact of intervention and subject teachers to inform parents of attendance and progress as appropriate.

Work experience – some parents reported difficulties in arranging self-placements this year due to reluctance from employers due to Covid. Preparation for future careers was discussed at length.

**ACTION POINT** – Mr Grayston to arrange for students who are struggling with a self-placement to receive assistance from Mrs Draper.

Setting and target grades vs predicted grades was raised as a query by some parents. Students have been set in Year 7 based on CAT data in the absence of SATs due to Covid.

**ACTION POINT** – Mr Grayston to ensure the difference between a target grade and a predicted grade is clear on the reports.

Road safety was discussed at length and some parents' parking unsafely. Staff will continue to be on duty at the front of school at the start and end of the day.

**ACTION POINT** – Parents: There was a request for parents to park safely (not park on the yellow lines or near the corners of Alexandra and opposite the junction on Belvedere) when collecting their children .

# KEY STAGE 3



## Year 7

It has been lovely to see all of our Year 7 students back looking bright and refreshed ready to take on another term. There has been much excitement around school regarding all of the lovely gifts that students have received and the adventures our students have had over the Christmas period. Thankyou to all the families who donated gifts to our underprivileged students and families. The collections were a huge success throughout the local community thanks to you. This week has been challenging for some students settling back into school life; however I am proud of our Year 7s for settling back so maturely into their routine. This week, Year 7s have been discussing new year resolutions in their form time. It has been excellent listening to the students' goals for self-improvement as well as their academic goals for the new year.

indeed the whole week) will be one the students will not forget. The next reward for outstanding students will take place prior to February half term.



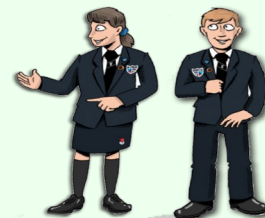
After discussions with some students, the reward will take place at Pizza Hut again. Selected students will need to show they are completing tasks, not losing B points in school, and have 100% attendance (this will not include COVID absence).

As always, all the staff at Millfield are here to educate and support all of our students to achieve their goals. Happy New Year from Team Millfield.

Miss Miller Crook - Year 7 Progress Lead  
Mr. Booth - Head of Aspirations  
Mr. Smith - Head of Personal Development



Year 8 and 9 students should now be well on their way through their respective graduation and exceptional booklets. Some students have really excelled themselves and have been able to complete over 30 of the different subject-based tasks. The graduation and exceptional awards evening will be held on Monday 11<sup>th</sup> July and plans are already being made to ensure this evening (and



# KEY STAGE 4



It has been great to welcome our Key Stage 4 students back to school after the Christmas break. It is brilliant to see how quickly they have settled back into the school routine and how well the majority of students are using the new planners.

This half term will be a busy one for all our KS4 students with BTEC exams taking place, Year 11 students receiving their mock results and Year 10 students preparing for work experience.



Year 11 students should by now have applied to at least one post 16 provider. Students can access a wide range of support in school to assist them with this if they have not already applied.

I'm looking forward to what I'm sure will be a very busy and productive half term. Please feel free to contact me if necessary.

Miss Gower  
Head of Key Stage 4



Over the coming weeks, Year 11 students will have a number of interesting and informative assemblies from a variety of providers. The National Citizenship Service will be in assembly on 19<sup>th</sup>

January to explain about their programme and the fantastic opportunities they provide.



This will be followed later in the term with assemblies from Myerscough College and the Excellence Programme at Blackpool Sixth Form.



## Deputy Headteacher's Maths Challenge

Each symbol has a numerical value. The total for the symbols is written at the end of each row and column.



				28
				30
				18
				20
?	30	23	22	

Can you work out the missing total and explain your method?

Please email your solutions to Mr Humphreys at:  
[b.humphreys@millfield.lancs.sch.uk](mailto:b.humphreys@millfield.lancs.sch.uk)

*Make a Difference*

### DATES FOR 2022

Y11 Parents' Evening - 26th January 2022

Y10 Mock Interview Day - 1st March 2022

Whole School Career's Fair Day -  
3rd March 2022

Celebration of Music - 7th March 2022

Y7 Parents' Evening - 23rd March 2022

## WORK EXPERIENCE



### Year 10 Work Experience 2022

The dates for the Work Experience will be

**21st March – 1st April 2022**

## MOCK INTERVIEW DAY

**Tuesday 1st March 2022**

**In preparation for work experience we will be hosting mock interviews.**

Any problems, please send students to A50 to see me—Mrs Draper.

# Home - Learning

## Definition – why is it important?

Home-learning bridges the gap between school and home. Here at Millfield we believe in a collaborative approach, which allows students, teachers and parents to monitor the progress of their child in the learning process. Common home-learning assignments may include required reading, writing or typing projects, mathematical exercises to be completed, information to be reviewed before a test, or other skills to be practised.

As a parent, here are a few things you may wish to consider:

### **Home-learning improves student achievement.**

Studies show that home-learning improves student achievement in terms of improved grades, test results, and the likelihood to attend college

### **Home-learning helps to reinforce learning and develop good study habits and life skills.**

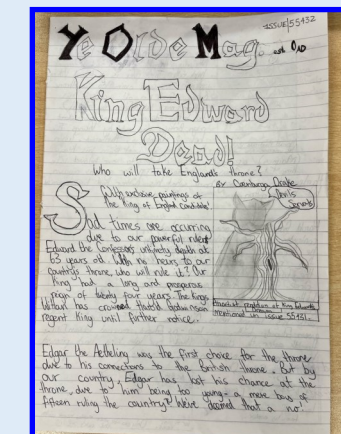
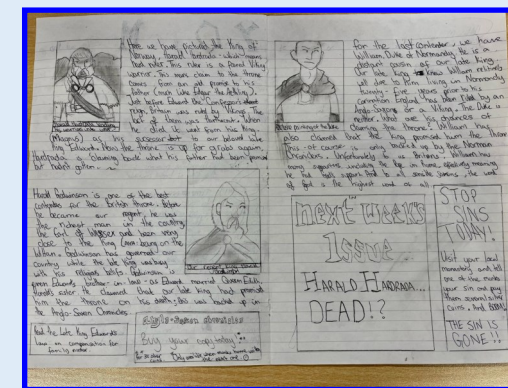
Everyone knows that practise makes perfect. Students typically retain only 50% of the information teachers provide in class, and they need to apply that information in order to truly learn it.

### **Home-learning allows parents to be involved with their child's learning.**

Thanks to take-home assignments, parents are able to track what their children are learning at school as well as their academic strengths and weaknesses.

Here at Millfield we celebrate excellence and home-learning is no exception:-

Congratulations go to students in History who went above and beyond when asked to produce a poster about who should be king in 1066. It is full of detailed information about each contender, formatted in an incredibly creative way. It shows both a strong work ethic and an incredible passion for History.



## Reminder

In order to support your child with their home learning, please regularly log into Talaxy to monitor the tasks that have been set and remind your child to complete them. The home learning policy can be viewed on our school website; this explains how much home learning your child should be set each week and the types of tasks they could be set. If you require any further information about our home-learning or how to register for Talaxy, please visit the schools website: -

<http://www.millfield.lancs.sch.uk/parents/online-parental-reporting/>

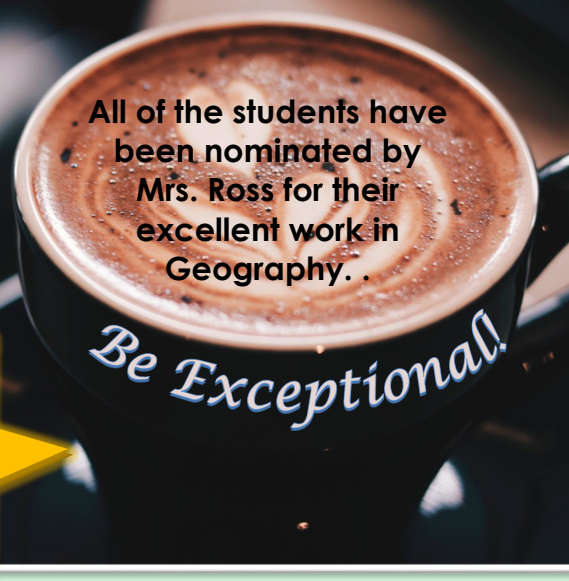
Mr. G. Wood

Lead Practitioner of Teaching and Learning (Technology).

## HOT CHOCOLATE WITH THE HEADTEACHER

Year 10

- Sammi Cheng
- Jack Mason
- Harry Clarke
- Hattie Wade
- Ella Cullen
- Joseph Ball



All of the students have been nominated by Mrs. Ross for their excellent work in Geography.



# Exceptional Students!

## Student Council

The end of the Christmas term saw our exceptional student council deliver the vast numbers of selection boxes and donated food to various charities around the Fylde Coast.

Over 500 selection boxes were collected in total, along with crates upon crates of donated food.

Charity officers of the student council visited Brian House, Blackpool Women's Aid, Amazing Graze Soup Kitchen and Blackpool Carers.

It was a fantastic opportunity for the students to hear about the amazing work that these charities do and to speak to the volunteers who dedicated their life to help those in most need within our community.

We were privileged to play a small part in improving the festive period for many families.



## Do you have a recipe fit for The Queen?



For your chance to be part of history, enter the Platinum Pudding Competition by designing and creating a celebratory pudding to the best of your ability then entering your pudding.

Applications are welcomed from UK residents aged 8 and over. Good Luck!



**Please make sure your recipe...**

- Is genuine, accurate and original
- Is able to be submitted online using the form provided
- Is hand-made (electric whisks and other commonplace gadgets are fine!) by you as an original creation



**Please make sure your recipe does not...**

- Include anything else apart from your pudding's recipe, short description and photo
- Include any names or personal details
- Include any companies that you have copied exactly from somewhere else

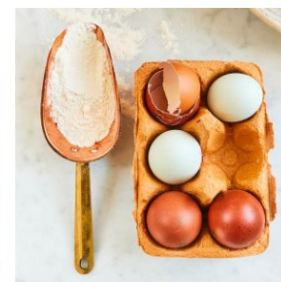
**The Deadline for entries on the website is Friday 4th February!**

*A good pudding should be joyful and celebratory, and make people smile. But what else might you want to consider?*



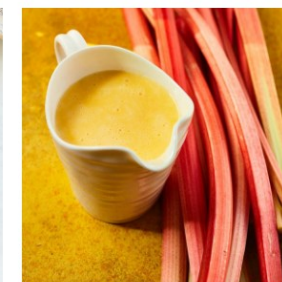
It Tastes Just Right

While our judges won't be able to taste your pudding unless it makes it to the 'live bake' of the final round, you do need to ensure the ingredients list is 100% accurate - even a degree of imprecision will affect the flavour. And of course, it should taste, well, delicious.



Perfect for Home Bakers

Your pudding needs to be easy enough for people everywhere to recreate at home! Try to use ingredients and kitchen equipment readily available to people all over the world, rather than fancy gadgets and rare flowers only grown in your back garden.



A Memorable Story

A good pudding is made with passion and pride, so we'd love to hear the story behind your entry. Perhaps the recipe was inspired by Her Majesty The Queen's life, has been handed down through the generations of your family, or recalls one of your own special memories.



Fit for The Queen

The proof of the pudding may be in the eating, but this one will be served to The Queen, so it needs to look the part. A few final decorative flourishes always help - and make sure your photograph is nice and clear too for our judges to see your masterpiece in all its glory.



**Enter by Scanning this QR Code!**

# Teaching and Learning Tips

**“Home-learning is one area where parents can play a very active and encouraging part in their child's education. On a very basic level, it can help kick-start conversations between parents and children, especially in families where busy work and extracurricular commitments may prevent regular mealtimes together.”**

While research has shown that regular family mealtimes is an excellent way to boost academic performance, this isn't always possible for families to achieve. Therefore alternative times have to be manufactured to promote conversation and for parents to demonstrate interest in their child's schooling.

**Home-learning** can also help parents identify areas of strength and those for improvement, potentially more successfully than the classroom teachers. Home-learning is also a lesson in independence and time management, and pupils need support to manage these commitments – developing a schedule and helping them balance their home-learning with extracurricular activities and family commitments is important. So what can parents do to support their children with home-learning?

## 1. Create space

Set up a space for your child to do their home-learning. While making this space in their bedroom is sometimes the easiest option, this automatically makes home-learning a solitary activity. If there is an option for a space in a communal area of the house this helps promote discussions and it is easier to get involved without it feeling like an intrusion. Wherever the space, give the learner some ownership over it and make it an inviting space to spend time in. New stationery, a comfy chair and good lighting will also help.

## 2. Make it positive

Make parental input a positive thing. My dad used to check my work with a red pen; neither positive nor encouraging. If your child has a question about their work, help them, but try not to tell them the answer. Use questioning to help them get as close to the answer as they can. Starting these practices in younger years will mean that when homework becomes a bigger part of their learning outside of school, your child is comfortable discussing it with you and values your input.

## 3. Let them make mistakes

It's OK for answers to be wrong. Telling your child the right answer and getting them to just write it down means that the teacher is none the wiser about which bits they are struggling with and which they excel at. Help, but not too much and leave the mistakes as they are for a teacher to see. Any errors are very informative and this helps teachers adjust their teaching to address these issues.

# Teaching and Learning Tips

The chances are, if your child doesn't understand it, others in the class probably don't either, and home-learning is a great way of highlighting this to the teacher.

## 4. Be realistic

Give them time to complete work set.

Whilst it is tempting to book weekends full of fun, non-school-related activities, children need some downtime.

Allowing them some space in the family schedule means they will be able to start allocating their own time and gives them plenty of time to complete the work set. This will allow more time for discussion, greater conversation between family members and the learner, and an altogether calmer approach.

## 5. Insist work is finished

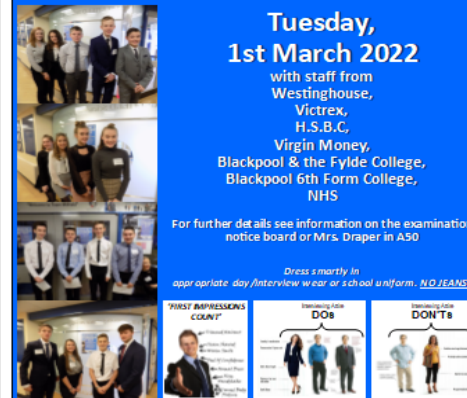
Do not excuse incomplete work.

There are some genuine reasons why home-learning isn't completed. However, for a teacher it can be infuriating when students come in with a note from a parent that simply says, “My son/daughter has not done their home-learning. Signed...”. Trust the teacher's professionalism – we don't set home-learning because we enjoy it.

Miss J. Copping  
Lead Practitioner of Teaching & Learning (Foundation Subjects).

*Be Exceptional!*

YEAR 10 WORK EXPERIENCE  
**MOCK INTERVIEW DAY 2022**



## EXAMINATIONS

### Year 11

**BTEC Exams**  
**(Vocational/Technical Qualifications)**

9th Feb Health & Wellbeing 9am

**GCSE—NEA**  
24th Jan—27th Jan  
Food Preparation & Nutrition

**Not sure what your son or daughter is studying in school this term?**



Have a look on our school website where you will find the 'Learning Journeys' for every subject. The Learning Journeys give details about what is being studied each half term from the start of Year 7 right up to when students leave in Year 11.



# Pastoral and Wellbeing



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about SETTING UP NEW DEVICES FOR CHILDREN

At Christmas, millions of lucky children will be excitedly ripping the wrapping off new phones, tablets, computers or consoles. However, in the rush to let young ones enjoy their shiny gadgets, many parents neglect to set these devices up safely – increasing the chances of children going online and stumbling across adult content, making expensive downloads or installing unsuitable apps. A little time configuring the device properly can save a lot of anguish later. Here are our top tips to ensure that a dream gift on Christmas morning doesn't turn into a nightmare by New Year.

### PASSCODES FOR IPHONE/IPAD

If your child's getting their own iPhone or iPad, you can set parental controls that make it difficult for them to access inappropriate content or download expensive apps. Once the device is set up, go to the Settings app and tap Screen Time, then select Use Screen Time Passcode and enter a passcode. Keep it to yourself so your child can't switch the protection off.

### SCREEN TIME SETTINGS ON IPHONE/IPAD

Once you've set a Screen Time Passcode, you can adjust various safety settings. You could, for example, only allow communication with people from the Contacts app, place restrictions on App Store purchases and apply age limits to movies, music and web content. There are many more protective options available within the Screen Time settings section.

### FAMILY LINK FOR ANDROID

Parents can manage Android phones and tablets, as well as Google Chromebooks, through Google's Family Link app. This gives your child some independence (and their own Google account) but lets parents monitor which apps are being used, set limits on content and ensure that parental permission is required to install apps. Look for Family Link in the Google Play Store.

### ADD A CHILD TO FAMILY LINK

The easiest way to add a child's device to Family Link is to set it up with its own Google account. It's a good idea to create this before they use their new phone, tablet or Chromebook. Once they're logged in, open the Family Link app on your phone, press '+' in the top right and add a new family member using their Google account details. Then follow the on-screen instructions.

### FAMILY SHARING ON A MAC

Families using a Mac get similar screen time options to iPhone and iPad users. Again, if you're setting up a Mac for a child, make yourself the main admin and add them as a user. This is handled through Apple's Family Sharing service, which not only allows you to put controls on child accounts but share apps and other purchases with them too. Search 'family sharing' at <https://support.apple.com>.

### Meet Our Expert

Barry Collins has been a technology journalist and editor for more than 20 years, working for titles such as the *Sunday Times*, *Which?*, *PC Pro* and *Computeractive*. He's appeared regularly as a technology pundit on television and radio, including on *Newsnight*, *Radio 5 Live* and *ITV News at Ten*. He has two children and writes regularly about internet safety issues.



### PLAYSTATION PARENTAL CONTROLS

With parental controls for the PS5, you'll need a PlayStation Network account (as the 'family manager') and the child will need their own account, which they should sign in with on the console. This all needs to be set up in advance, so you might want to do it before the big day. Go to [PlayStation.com](http://PlayStation.com) and search 'family account' for instructions.

### DISCUSS IT WITH YOUR CHILD

If you're planning to implement any kind of restriction or protection settings on your child's new device, we'd recommend having a discussion with your young one first about what these controls do, and what they are for. If you try to impose parental controls surreptitiously or with no advance warning, don't be surprised if your child tries to find a way around them.

### SET AN ADMIN ON PCS

On Windows PCs and laptops, it's important not to let your child share a general user account or be the main admin on the device. If you're booting up a new family PC or a child's own device, set it up using your own account details and you'll become the admin by default. Then set up children with their own separate accounts: Settings > Accounts > Family & Other Users > Add Other User.

### SET WINDOWS LIMITS

Once your child's account has been created, a parent admin can go back into the Family & Other Users menu and apply limits to it. These include restricting screen time, the type of games and apps that can be installed, web filters and more. Microsoft also includes reporting tools which, for example, can email you with a weekly summary of your child's activity on the device.

### TREAT AN XBOX LIKE A PC

The same control settings you use for a PC can be used to apply parental controls on an Xbox. Again, once your child is signed into the Xbox with their own account, you can then monitor and regulate their activity from a PC or web browser. Microsoft's dashboard allows you to manage voice communication through the console, so you can limit who can contact your child, for example.

### INSTALL XBOX FAMILY SETTINGS

If you don't have a PC, but your child does have an Xbox, it might be easier to use the Xbox Family Settings app for iPhone or Android. Here, you can restrict console screen time (particularly handy if the console is in a bedroom), restrict communication and monitor the types of game being played. There's also a feature where you can allocate spending money for games or in-game purchases.

### STAY VIGILANT

It's important to remember that none of these methods is 100% foolproof. Nobody will ever invent flawless filters or parental controls – not least because what's unacceptable to some parents is perfectly acceptable to others. So although devices' parental controls will help to keep your child safe online, they work best side by side with good old-fashioned parental vigilance.

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://www.facebook.com/NationalOnlineSafety)

[@nationalonlinesafety](https://www.instagram.com/nationalonlinesafety)

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Mr. Deville  
Assistant Headteacher in charge of Behaviour and Safeguarding