



Issue No 38

1st April 2022

Important Dates:

Friday 1st April

School closes

Tuesday 19th

April

School re-opens

Tuesday 26th and

Wednesday 27th

April

Performing Arts
Showcase

Thursday 28th April

School closes

Tuesday 3rd May

School re-opens

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.

Thank you.

Email admin@millfield.lancs.sch.uk

Website: 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

As you know, at Team Millfield, our students are incredibly passionate about helping others, both in our community and around the world. I have received an update from the Winter Gardens regarding our hugely successful Celebration of Music, which over 500 local children performed in, we raised an incredible grand total of £5690, which was donated to the 144 year old grade II listed Winter Gardens Trust and Restoration Programme. This helps to preserve the building's past and also gives children of the future the opportunity to perform on Europe's widest stage and showcase their talents. We also raised £760 in our Help for Ukraine day and an incredible £1010 for Comic Relief, which included a lunch time movie; a non-uniform day and throwing wet sponges at some of our bravest (or maddest?) teachers!

It was wonderful to finally meet all our Year 7 families last week at our first face-to-face parents' evening in over two years! It was a fantastic turnout and our new way of running parents' evenings (teachers seated in three separate areas) meant that the hall was much quieter, with more space and privacy for everyone.

Our Year 9s really enjoyed their option taster days and Options Evening was a huge success. It enabled Mr Humphreys to explain our new options process (which our current Year 10s benefited from last year); students choose the options they want to do, have a one-to-one meeting with Mr Humphreys (yes, he meets all 176 of them!), and then the options are built around our students. In other words, they do not choose options from rigid blocks which may include a subject they have no interest in!

Our Year 10 sports leaders were exceptional again when they helped to run the primary school athletics event. I received the following glowing email about them: "Fourteen excellent young people who make every event they help at go so well. They are polite, pleasant, enthusiastic, and so encouraging of the younger children. At no point did they need chiding or guiding, they simply applied themselves to the task and worked tirelessly through a very busy schedule. These young adults are a credit to themselves, Millfield and of course to their parents. I simply cannot praise them enough. At the end of the event, they came and thanked ME! How unexpected; I was delighted to be working with them, not the other way round."

After the holidays we enter our busy final summer term, welcoming our Year 10s back from the world of two weeks of work experience; our Year 11s get geared up to start their GCSE exams, which they are fully prepared for; we will hold our first-ever Year 8 and 9 Graduation Evening and we are really looking forward to meeting our new Year 7 children and their families during their induction.

Please be aware that Cadent Gas are carrying out works all along Belvedere Road for the duration of our Easter break. They have advised if it runs over it may impact on when we return to school on 19th April and the following days, which will have an impact on traffic flow for parents dropping off their children.

We use Twitter to celebrate the achievements of our students and remind our families of events, please follow us at @millfieldhighsc.

From everyone at Team Millfield, may we wish you a restful and happy Easter.

Best wishes

N. Regan

Nicola Regan
Headteacher

Be Exceptional!

KEY STAGE 3



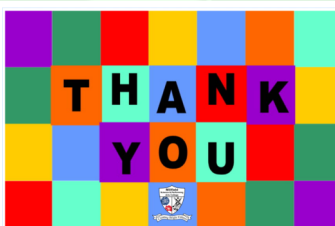
Year 7

We've had an exciting couple of weeks here at Millfield and the sun came out whilst we celebrated Red Nose Day last week. Thank you to all parents and students who donated money towards this cause. We have also had a Ukraine day where students arrived in non-uniform clothing in the colours of the Ukraine flag. This was a very special day for many, as students came together, learnt about the situation in Ukraine and showed support towards the country. We also held an event on the field where our students got to throw wet sponges at chosen teachers to raise money for Comic Relief. Students have continued to work on the choreography of their antibullying pieces and in art the students have finished off their self-portraits which will soon be displayed in the classroom.



Year 8 and 9

It has been a pleasure walking around lessons this half term seeing the students working exceptionally hard and interacting with staff to develop their learning. Students have been showing their resilience and thirst for knowledge. Their positivity and excitement for learning brightens our days, and we're grateful we're able to spend the time together.



At the start of May it is teacher Appreciation week. It has been fantastic seeing how many thank you cards are given out to staff every Friday. Prior to

this week in May, it would be great to get messages from home that I can give staff. If

you would like to send a message to your child's teacher, please send an email to: r.smith@millfield.lancs.sch.uk.

Make sure the teacher's name is on the email, and I will ensure it is passed on to them. I know they would appreciate hearing from you.



The Graduation and Exceptional Awards programmes are now coming to the end. Students have until the May half term to complete the tasks to see

which grade they will graduate with. Special considerations will be made for attendance this year, but tasks will need to be completed. Final amendments are being made to the Graduation Ceremony and party day. Distinction star students will also be choosing their end of year trip after the Easter holidays. Students will not want to miss out when the ceremonies come around!

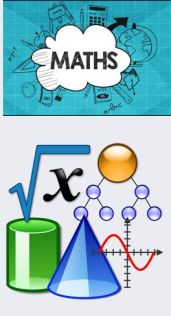




The Graduation Evening will take place on Monday 19th July, Graduation trip 20th July and Party Day on the 21st July. A lot of planning is going into the week to allow all students to really be rewarded for their hard work, dedication and perseverance throughout the year.



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

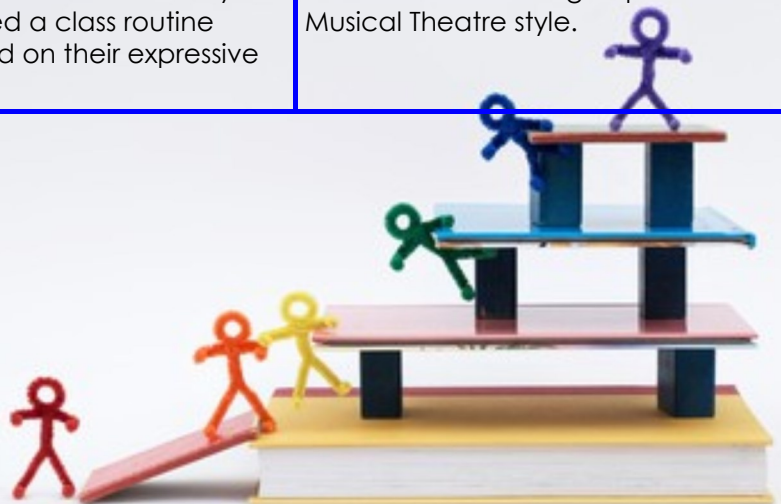
Curriculum News - Year 7



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Maths</i></p>	<ul style="list-style-type: none"> Extended their understanding of directed number. They studied algebraic substitution and solving equations. There was a focus on fractional thinking, particularly in real-life contexts. 	<ul style="list-style-type: none"> Will construct and measure increasingly complex diagrams using correct mathematical notation. Pie charts will be studied here to gain further practice at drawing and measuring angles. Angle rules will be introduced to develop mathematical reasoning skills.
	<p><i>English</i></p>	<ul style="list-style-type: none"> Find and comment on the key features of poetry. Write our own creative poems. 	<ul style="list-style-type: none"> Write about the language that poet's have included in their poems. Write brilliant descriptions of the natural world.
	<p><i>Science</i></p>	<p>Students have developed their knowledge on atoms, elements and compounds as well as learning how to set up electrical circuits.</p>	<p>Students will develop their knowledge of muscles and bones in the human body, as well as investigating different ways to separate mixtures.</p>
	<p><i>Art</i></p>	<p>Students have just finished their portraits that they have been mastering throughout the term. They have demonstrated exceptional progress so far and have designed backgrounds in the style of artist Kehinde Wiley to complement their hobbies and favourite colours.</p>	<p>Students have just started exploring the history of landscape painting, identifying key artists over the past 100 years. They will go on to create their own colourful landscape in the style of Hundertwasser</p>
	<p><i>Dance</i></p>	<p>Students have developed their knowledge on Bollywood. In groups they choreographed a short routine incorporating key Bollywood movement and they also performed a class routine which focused on their expressive skills.</p>	<p>Students will develop their knowledge and understanding on Musical Theatre. They will learn a class dance and choreograph their own routine in small groups in a Musical Theatre style.</p>

REMEMBER

Talaxy will not be available from 18th April – 2nd May as we move over to Synergy.

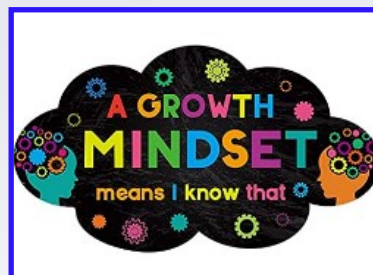
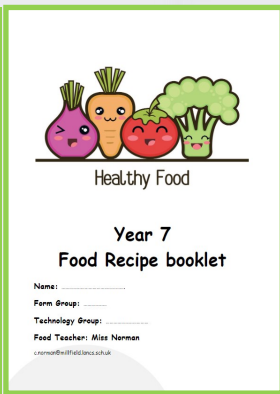


Curriculum News - Year 7







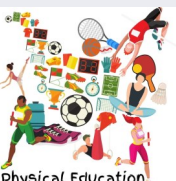
	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Design Technology</i></p>	<p>Year 7 have been learning about the components in their circuit boards, how they work and where they are placed in a circuit. This will help them when we come to solder their nightlight project Together.</p>	<p>Students will be learning how to use 2D design to add a design onto the acrylic in their nightlight. The theory side will be what CAD and CAM are and how they are used to produce products .</p>
	<p><i>Drama</i></p>	<p>Year 7 have been studying scripted performance. They have learnt how to use a script to develop characters and perform scenes from a set play.</p>	<p>Year 7 will continue looking at scripted performance, this time using a musical theatre script. They will learn how to perform specific characters and have the opportunity to link their performance to other performing arts disciplines.</p>
	<p><i>Food</i></p>	<p>Year 7 have started on a new food rotation and have been learning about basic hygiene, health and safety. The groups are exploring how to use different parts of the cooker properly and have made some delicious products along the way.</p>	<p>Students will continue to develop their basic skill set and will enjoy learning about the different uses of fruit and vegetables in the diet and finding out what the Eatwell guide is all about.</p>
	<p><i>Geography</i></p>	<p>Students have been learning about distinctive processes and how landforms are associated with rivers, coasts and mountains. The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement.</p>	<p>Students will be learning about the weather and how it describes the day-to-day condition of the atmosphere whereas climate is the long-term average. Aspects of the weather (such as temperature and precipitation) can be measured and recorded to enable forecasts to be made.</p>

All recipe booklets for Food are available to view on the school website with the dates for every practical.



Curriculum News - Year 7

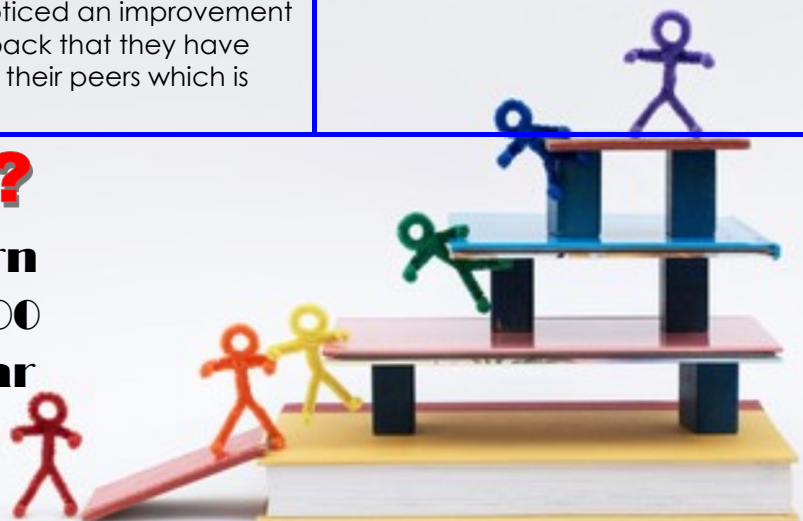


Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
 <p>History</p>	<p>Students have been learning about the First Crusade. They have learnt about why Jerusalem was important and the challenging journey across Asia Minor.</p>	<p>Students will be focusing on the enquiry: 'Could medieval kings always do what they wanted?'</p>
 <p>COMPUTER SCIENCE</p>	<p>Students have been learning how to program a Micro:bit computer. They have planned a project to make their own "Fit bit" step counter by writing algorithms, creating flowcharts and coding the solution.</p>	<p>We will be learning how computers use Binary and how we convert Binary values to Decimal. Students will learn basic spreadsheet skills in order to convert values automatically.</p>
 <p>Modern Foreign Language M.F.L.</p>	<p>Students have been learning to say and write what they like and dislike and how to use connectives to join ideas together.</p>	<p>Year 7 will be learning to describe their hobbies and sports they play.</p>
 <p>Music</p>	<p>Year 7 have created their own product for a TV advert and have composed their own jingles!</p>	<p>Year 7 will be video-recording their TV adverts and then developing their keyboard skills and technique.</p>
 <p>Physical Education</p>	<p>Students have been learning leadership skills in football and handball. They have been responsible for leading their peers in warm ups, creating drills and motivating their team. It has been fantastic to see so many leaders emerging! Students have also been focusing on giving their peers sport specific, constructive feedback. We have noticed an improvement in the feedback that they have been giving their peers which is great.</p>	<p>Next half term we will be learning the rules and skills associated with rounders. Students will also be exploring different athletic events.</p>

Did you know?





Children learn 4,000 to 12,000 words per year through reading!



Curriculum News - Year 7



Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
 <p><i>P.S.H.E</i></p>	<p>Year 7 have been exploring British values, underpinning what it is to be a citizen in modern and diverse Britain. We have also been learning about diet, exercise and how to make healthy choices.</p>	<p>Students will be exploring Finance and making ethical financial decisions. They will also be introduced to careers, challenging career stereotypes and raising aspirations.</p>
 <p><i>Religious Education R.E.</i></p>	<p>Students completed their exploration of why dharma is a central aspect of many religions. They have studied perspectives from Hinduism, Buddhism and Sikhism.</p>	<p>Students will expand their exploration of what a good role model is from the religious perspectives of the dharmic religions.</p>



It was fantastic to have all these Y7&8 students at the basketball tournament after school. The students created their own teams - lots of basketball was played and lots of fun had by all! Well done to the red girls team and green boys team who won!



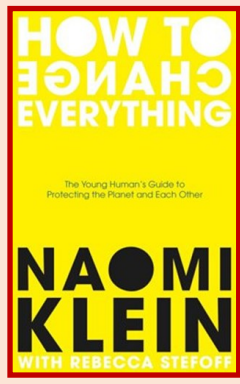
[Reading Recommendations from Across the Curriculum](#)

Subject Links: Science, Geography

This book explains why the planet desperately needs our help and how you can use your power to change the world through climate activism. Klein presents her urgent message about saving the environment by asking three simple questions:

Where are we?
How did we get here?
What happens next?

From the Great Barrier Reef to Hurricane Katrina to school environmental policies to Greta Thunberg - climate change impacts every aspect of the world you live in and you have the power to lead the way by enacting change.



Curriculum News - Year 8



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
 	<p><i>Maths</i></p>	<ul style="list-style-type: none"> • Explored the relationships between fractions and percentages, including decimal equivalents. • Financial maths has been discussed in detail, using contexts such as profit, loss and interest. • They also interpreted and compared numbers written in standard form. 	<ul style="list-style-type: none"> • Will explore angles in parallel lines and thus solve increasingly complex missing angle problems. • They will start to explore constructions with rulers and pairs of compasses. • They will learn how to derive and apply formulae to calculate and solve perimeter and area problems.
	<p><i>English</i></p>	<ul style="list-style-type: none"> • Write about characters in Macbeth and understand Shakespeare's language. • Compare characters. 	<ul style="list-style-type: none"> • Express our own opinions fluently about gender. • Consider layers of meaning when writing about the language of Shakespeare.
	<p><i>Science</i></p>	<p>Students have been learning about the Periodic table and what patterns it has, as well as discovering ideas about Space.</p>	<p>Students will develop their knowledge on how the body breathes and respire as well as learning about the different properties of metals and how they are used.</p>
	<p><i>Art</i></p>	<p>Students have been exploring the world of children's book illustration. They have been introduced to several new illustrators and a few favourites like Quentin Blake and Beatrix Potter. They have completed initial research so far and explored a range of careers.</p>	<p>Students will start to develop their own characters ready to create a comic strip in to represent a day in their life. They will work to a design brief and include various features including panels, speech captions and a range of characters.</p>
	<p><i>Dance</i></p>	<p>Students have learnt how to analyse a stimulus and create choreographic intent from that. They worked in groups to choreograph a short routine that communicated their choreographic intent.</p>	<p>Students will develop their knowledge and understanding on Musical Theatre. They will learn a class dance and choreograph their own routine in small groups in a Musical Theatre style.</p>

The Y8 girls' basketball team worked so hard at the tournament at Garstang. The A team finished 3rd overall and the B team came 2nd, losing only one game! An absolute pleasure taking these girls!

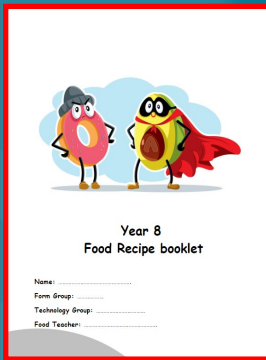


Curriculum News - Year 8





	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<i>Design Technology</i>	Students have been learning how to use a CAD program called 2D design, this is so they can lasercut a design onto their thermometers. 2D design is used in industry for the same purposes.	Students will be learning how to solder components onto a circuit board and about ferrous and non-ferrous metals.
	<i>Drama</i>	Year 8 have been studying Shakespeare's Romeo and Juliet using the modern interpretation: 'The Family Feud'. They have now learnt all the key moments of the play.	Year 8 will start looking at scripted performance. They will use a script to develop characters and perform scenes from a set play.
	<i>Food</i>	Year 8 have been looking at the topic of raising agents with a focus on bread and pizza making. Some appetising pizzas have been made including learning how to throw the dough up in the air for that authentic touch.	Year 8 will be considering social, moral and ethical issues surrounding animal welfare, sustainability and seasonality.
	<i>Geography</i>	Students will be learning how the UK's energy production has changed over time and how the UK must find ways to use more renewable energy sources.	Students will be learning about latitude and longitude are how they are used to locate aspects of global physical geography, such as mountains, rivers, seas and oceans. They will also learn about the theory of plate tectonics and how they create earthquakes, volcanoes and tsunamis.
	<i>History</i>	Students have continued to focus on change in the 17th century. Students have learnt about how politics and society changed under Charles I, Cromwell and Charles II.	They will focus on power and protest throughout time including the Spartacist Slave Revolt, the Pilgrimage of Grace and the Haitian Revolution.

All recipe booklets for Food are available to view on the school website with the dates for every practical.



Curriculum News - Year 8

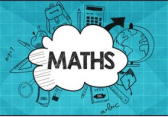
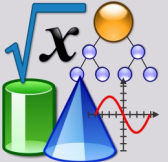


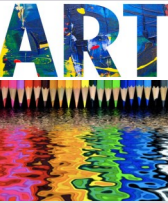



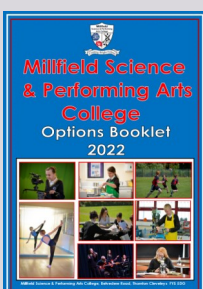
	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<i>I.C.T</i> <i>Computer Science</i>	Year 8 have been learning how to use Python programming language to create our own "Magic 8 ball" program. Students have planned and coded their solution.	Students will be learning how computers use Binary and how we convert Binary values to Decimal and vice versa. We will also be studying how computers use Hexadecimal and how to convert between Binary, Decimal and Hexadecimal values. Students will learn basic spreadsheet skills in order to convert values automatically.
	<i>Modern Foreign Language</i> <i>M.F.L.</i>	Year 8 have been learning to describe people and say what they are going to do in the near future tense.	Year 8 will be learning how to describe where they live and where they would like to live in the future.
	<i>Music</i>	Year 8 have explored the music of India, developing drum rhythms, ragas and Bhangra riffs.	Year 8 will be exploring the world of songwriting and will compose and perform their own song.
	<i>Physical Education</i> <i>P.E.</i>	Students have been learning leadership skills in football and handball. They have been responsible for leading their peers in warm ups, creating drills and motivating their team. Students have been focusing on giving their peers sport specific, constructive feedback. We have noticed an improvement in the feedback that they have been giving their peers which is great.	Students will be learning the rules and skills associated with rounders. Students will also be exploring different athletic events.
	<i>P.S.H.E</i>	Students have been learning the importance of a living a healthy lifestyle, including ICT safety and how it can affect others and ourselves.	Students will be evaluating financial decisions and promoting mental health and the effect of role models.
	<i>Religious Education</i> <i>R.E.</i>	Year 8 completed their exploration of what guides people in how to act by looking at the sources of authority that guide Christians and Jewish people throughout their lives.	Year 8 will expand their exploration of how the world should be treated by looking at religious scripture and how this has been put into practise in our world.

REMEMBER

Talaxy will not be available from 18th April
—2nd May as we move over to Synergy.



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
 	<i>Maths</i>	<ul style="list-style-type: none"> Revised and extended their knowledge of angle rules and properties of shapes. They studied deduction in geometric contexts, such as rotational symmetry and translations. 	<ul style="list-style-type: none"> Will develop their knowledge of transformations to include enlargement. Some students will extend this by using negative scale factors. They then learn how to solve all types of ratio problems and make the links with direct proportion and graphs. Students following the Higher strand will also study how to convert compound units such as m/s to km/hr.
	<i>English</i>	<ul style="list-style-type: none"> The key components of Dystopian Fiction. How to describe effectively. How to infer using evidence in a text. 	<ul style="list-style-type: none"> Write an entertaining article on the subject of villains. Write an analytical essay.
	<i>Science</i>	<p>Year 9 have learnt about the reactivity of metals as well as understanding what electromagnets and force fields are.</p>	<p>Year 9 will revisit some key concepts in Biology and develop their knowledge and practical skills by studying separation techniques.</p>
	<i>Art</i>	<p>Students have been exploring the style of artists like Ian Murphy and Sunga Park recreating artworks and presenting their research. They enjoyed a taster day this week where they participated in speed drawing around a 360 degree still life which challenged their accuracy and sketching skills.</p>	<p>Year 9 will be continuing to work on their project of Urban Decay, developing their own outcomes using a range of media including acrylic paint, collage and charcoal.</p>
	<i>Dance</i>	<p>Students have recapped how to analyse a stimulus and create choreographic intent from that. Students worked in groups to choreograph a short routine that communicated their choreographic intent, focusing on their use of choreographic devices and relationships.</p>	<p>Year 9 will recap Musical Theatre and revisit the key features. Students will learn a class dance and choreograph their own group routine embedding choreographic devices, relationships and expressive skills into their choreography.</p>



The 'options' booklet is available to view on our school web-

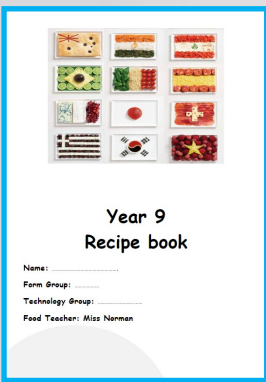


Curriculum News - Year 9





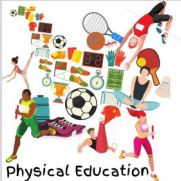


	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<i>Design Technology</i>	Students have been learning about the purpose of chassis and aerodynamics within car design. They will use this for the construction of their cars.	Students will be learning how motors work and how to use them to power their cars.
	<i>Drama</i>	Students have been studying devising using a stimulus. They have learnt to explore and analyse a stimulus and create a piece of theatre based on this.	Students will be learning about the theatre practitioner Bertolt Brecht and exploring how his epic theatre techniques can be incorporated into a performance.
	<i>Food</i>	Year 9 have explored different types of food from countries around the world. Vegetarian options have also been completed.	Students will continue to create dishes that take their inspiration from different cultures and finish the rotation with a practical assessment.
	<i>Geography</i>	Students have learnt that Nigeria has four different biomes: desert, rainforest, tropical savannah and semi-arid savannah. They have discovered that Nigeria has both challenges and opportunities for development.	Year 9 will be learning about how Urbanisation occurs due to the natural increase and rural-urban Migration, including the reasons why cities develop in particular places.
	<i>History</i>	Year 9 have focused on the enquiry: why did men sign up and continue to fight in WW1? Students have learnt about conscription, recruitment posters and the treatment of deserters.	Students will focus on the impact of WW1 and the rise of Hitler in Germany.
	<i>I.C.T. Computer Science</i>	Year 9 have been learning Python programming language to create our own "Magic 8 ball" program. Students have planned and coded their solution.	Students will be working on a Creative iMedia style unit where they will create interactive webpages to meet a client specification.

All recipe booklets for Food are available to view on the school website and on Talaxy with the dates for every practical.



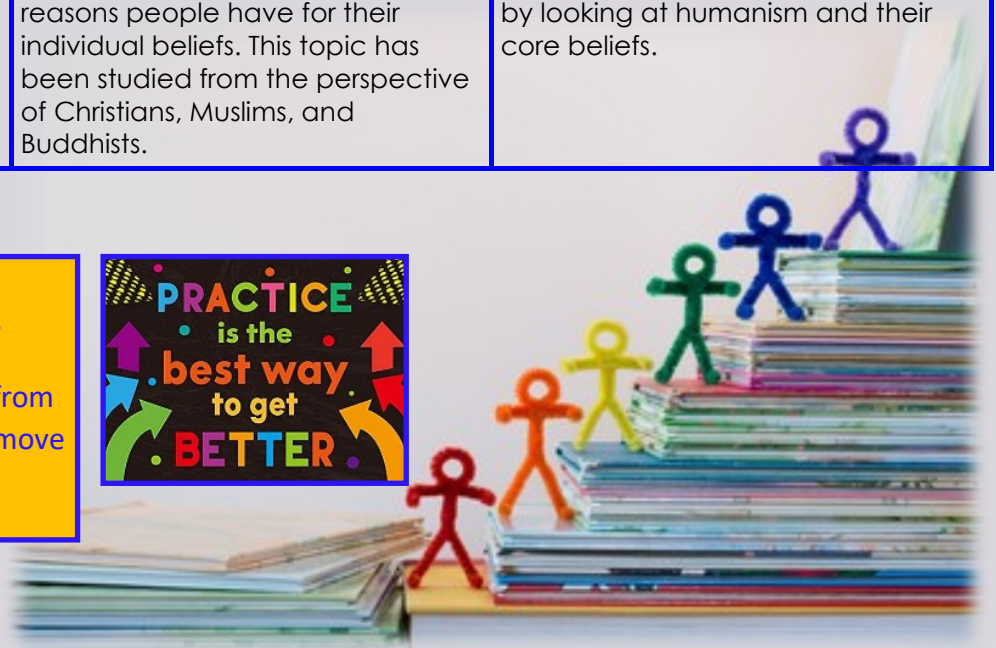
Curriculum News - Year 9



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Modern Foreign Language</i> <i>M.F.L.</i></p>	<p>Year 9 have been learning to describe their future plans and what job they would like in the future</p>	<p>Year 9 will be learning how to talk about their holidays. They will be able to say where they are going and what they are going to do.</p>
	<p><i>Music</i></p>	<p>Year 9 have developed their Film Music knowledge and have studied Mickey Mousing, foley artistry, along with composing their own minimalist compositions.</p>	<p>Year 9 will be given the opportunity to form bands and play drums, guitar, bass, as well as singing. They will explore the role of the Music Artist in the music industry</p>
	<p><i>Physical Education</i> <i>P.E</i></p>	<p>Students continue to learn and develop their leadership skills in football and handball, whilst being responsible for leading their peers in warm ups and creating drills. Students have also been focusing on giving their peers sport specific, constructive feedback. We have noticed a significant improvement in the feedback that they have been giving their peers.</p>	<p>During the Summer term students will be learning the rules and skills associated with rounders and they will also be exploring different athletic events.</p>
	<p><i>P.S.H.E</i></p>	<p>Students have explored the GCSE options and how to prepare for KS4, they have also learnt about crime, punishment & gang crime.</p>	<p>Students will be learning how to managing conflict at home and tackling discrimination. Also, British values and assessing the risks of drug and alcohol abuse.</p>
	<p><i>Religious Education</i> <i>R.E.</i></p>	<p>Year 9 completed their learning of the afterlife and what makes what reasons people have for their individual beliefs. This topic has been studied from the perspective of Christians, Muslims, and Buddhists.</p>	<p>Students will expand their exploration of what it means to be non-religious by looking at humanism and their core beliefs.</p>

REMEMBER

Talaxy will not be available from 18th April —2nd May as we move over to Synergy.





KEY STAGE 4



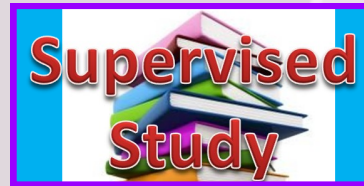
It was fantastic to receive so many applications from Year 10 students for the roles of Head Boy and Head Girl. The standard of letters was phenomenally high and

students who are successful in this round will be contacted after Easter about the next steps.



After a week of assessments, Year 10 students have been out of school on work experience for the last two weeks. They are working in a wide variety of environments and roles and seem to be really enjoying themselves. They will be learning a huge amount about the world of work along with meeting people, developing teamwork skills and learning more practical skills. It has been lovely to hear such positive comments about the experience, both from students themselves and their employers. Employers have commented positively on our students' maturity, engagement and willingness to learn.

Last week Year 11 completed a second week of mock exams, this time in their options subjects. Again, the majority of students have approached these with a maturity and seriousness that is to be commended. Year 11 students should now be well in to their revision and spending a significant amount of time each day revising for the GCSE exams which start very soon.



It has been lovely to see so many students attend "Supervised Study" which takes place every Wednesday from 2.50pm – 5pm in A14. All Year 11 students are welcome to attend and use the time for some focussed revision in school.



On a final note we will be opening up ParentPay for the outstanding balance on Prom tickets after Easter. Planning is well underway for both this and the leavers' book and should be something to look forward to after exams are finished

Miss C. Gower
Head of Key Stage 4



Curriculum News - Year 10



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<i>Maths</i>	Year 10 have learnt how read, calculate and draw vectors using vector notation.	Year 10 will learn how to collect, interpret, and represent data.
	<i>English</i>	<ul style="list-style-type: none"> • 'Romeo and Juliet' context – some students have also begun reading the play. • Reading skills for the language exam. • How to respond to a literature question. 	<ul style="list-style-type: none"> • How the plot/characters develop in the first half of 'Romeo and Juliet'. • How to use a lively tone in writing. • How to embed quotes in our reading responses for English language.
	<i>Science</i>	Students learnt about acids and alkalis and how they react together as well as understanding what electrolysis is.	Year 10 will develop their knowledge of forces and motion, as well as developing their mathematical skills by studying calculations in chemistry.
	<i>Art</i>	Year 10 have produced research pages and began to develop ideas in creating a final artwork. Some have started to refine an idea ready to start final artworks after the return at Easter.	Year 10 will be creating their final artworks for their independent project. Once complete students will complete a series of 3D workshops exploring, clay and card sculpture to the theme of Natural Forms.
	<i>Child Development</i>	Year 10 have been learning about the factors that could affect a child's development including biological and environmental.	Students will be learning about everyday routines that will help a child develop independence, health and wellbeing.
	<i>Dance</i>	Students have been analysing the set work 'Infra' learning how costume, lighting, set/staging and aural setting communicates the choreographic intent.	Students will begin to analyse the set work 'A Linha Curva' developing their knowledge on how the four production features communicate the choreographic intent.

Supporting your child's learning Milfield Science and Performing Arts College

On the days when your child is not set home-learning, it is still possible to support their learning, just by asking the right questions or setting short tasks, here's some great ideas for you to try...

<p>...reduce the content of a lesson to three important points.</p>	<p>...tell you something they learned last lesson / last week / last term in a subject.</p>	<p>...transform the content of a lesson into a storyboard.</p>
<p>...list new subject terminology they have learned and define each word for you.</p>	<p>...explain something from their day's learning that they found difficult, and ask them how they will tackle it next time.</p>	<p>...teach you some sophisticated words they have learned in a lesson.</p>
<p>... jot down everything they can remember about a particular topic, in a mind-map.</p>	<p>...think of a way of linking their learning in two different subjects, either through content or skills.</p>	<p>...explain the rules for using particular pieces of punctuation in their writing.</p>
<p>...draw an image of something they found difficult in their learning, but now understand, and ask them to explain what they have drawn.</p>	<p>...write five quiz questions and answers about their day's learning, and ask you to test them the next day. These could be multiple choice, true or false or Q&A.</p>	<p>...read an opinion piece in a broadsheet newspaper (or website) and explain to you what they have read.</p>
<p>...think of three topic words from a subject, and form a sentence incorporating them.</p>	<p>...write three questions to ask next lesson, to further their learning.</p>	<p>...read a book.</p>







REMEMBER

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Synergy.



Curriculum News - Year 10



Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
 <p><i>Design Technology</i></p>	Year 10 have been learning the process of iterative design and how to apply a finish to a project	Year 10 will be learning how to evaluate a product they have made and how to present that evaluation correctly
 <p><i>Drama</i></p>	Year 10 have been working on their devised performances.	Year 10 will continue with their devised performances and log books.
 <p><i>Film & Media Studies</i></p>	Students have been learning about the codes, conventions and media language used in television crime dramas.	Students will be completing the research and planning aspects of their coursework.
 <p><i>Food</i></p>	Year 10 are currently studying the theme of Meat, Fish, Poultry, eggs et al. They have looked at the nutritional aspects of these protein based foods, production methods and started using them in cooking. The popcorn chicken was received well.	Year 10 will continue with this topic after work experience, which will include some fish cookery.




These Y10 sports leaders were fantastic ambassadors for our school. They helped out at the Wyre and Fylde primary sports hall athletics final at Stanley park- they did a great job.



Curriculum News - Year 10



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Geography</i></p>	<p>Year 10 have learnt how climate change is the result of natural and human factors, and how it has a range of effects. We also learnt how this is managed.</p>	<p>We will be learning about Ecosystems and how they exist at a range of scales and involve the interaction between biotic and abiotic components.</p>
	<p><i>Health & Social Care</i></p>	<p>Year 10 have been learning about how life events can have an impact on an individual's development.</p>	<p>Year 10 will be learning about the different services in our local area including health services and social services.</p>
	<p><i>History</i></p>	<p>Year 10 have been learning about Elizabethan England: the role of government, the treatment of the poor and entertainment.</p>	<p>Year 10 will continue learning about Elizabethan England: the problem of religion including the Catholic Plots and the Spanish Armada.</p>
	<p><i>I.C.T. Computer Science</i></p>	<p>Computer Science Students have been studying the laws surrounding the use of technology as well as the ethical and cultural issues surrounding the digital divide.</p> <p>Enterprise and Marketing This half term we have been working on R065 coursework. Students have looked at what market research is, the importance of market research and why businesses use it. We have also starting work on designing hats for our business proposals.</p>	<p>Computer Science students will be studying a unit on Computational thinking, focusing on algorithms, pseudocode and flow charts.</p> <p>Enterprise and Marketing Students will be working on theory for their exam (R064).</p>
	<p><i>Modern Foreign Language M.F.L</i></p>	<p>Year 10 have been learning more prepositions and how to describe what they have just done as well as using past, present and future tenses.</p>	<p>Year 10 will be learning to use more pronouns and describe community plans.</p>







**Extra-Curricular Activities
Spring Term
2022**

Please look on the school website for the Extra-Curricular Activities available this term.



Curriculum News - Year 10



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Music</i></p>	<p>Year 10 have held their own auditions for their 3 Summer music events; 7Up, Way Back and Going Solo. They've interviewed Mrs Regan to prepare for their events in the school calendar and have created posters and fliers for their Promotion Packs.</p>	<p>The Year 10 music events will be taking place on the 14th and 15th June, so the students will be running rehearsals during the lead up to this.</p>
	<p><i>Physical Education P.E</i></p>	<p>Students have been engaging in a range of activities including, football, fitness and netball. OCR students have been developing their badminton skills and learning to apply their knowledge and understanding as an official and a performer. They have also started studying leadership within their theory lessons.</p>	<p>In core PE lessons students will be learning the rules and skills associated with rounders and athletics. In OCR lessons, students will be applying their knowledge and delivering a practical session to a group of Y7 students.</p>
	<p><i>P.S.H.E</i></p>	<p>Year 10 have been exploring the importance of work experience and how to be prepared. They have also been exploring revision techniques and how to prepare themselves for exams.</p>	<p>Students will explore British Issues and how to live in a modern British Society. Also, Evaluating their financial decisions and the risks of gambling.</p>
	<p><i>Religious Education R.E.</i></p>	<p>Year 10 Core RE completed their study of the beliefs of humanist. Students understood their core beliefs and then applied them in the context of ethical issues faced in our world. Year 10 GCSE RE have completed their initial enquiry into the core beliefs of the Islamic faith.</p>	<p>Year 10 Core RE will explore ultimate questions in our world and begin to develop strategies to help them uncover their own and other people perspective on these difficult issues. Year 10 GCSE RE will explore the main practises of the Islamic religion.</p>

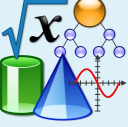


REMEMBER

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Curriculum News - Year 11


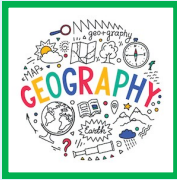


	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Maths</i></p>	<p>Year 11 have been revising topics in preparation for their GCSE Examinations .</p>	<p>Year 11 will continue to revise topics, based on the material released from the exam boards, in preparation for their GCSE Examinations.</p>
	<p><i>English</i></p>	<ul style="list-style-type: none"> • How to respond to a reading question effectively for English language. • How to write a lively article for a magazine. 	<ul style="list-style-type: none"> • How to make improvements to the writing we did in our mock exams. • How to write an effective thesis statement for our literature essays. • How to revise English for maximum impact on attainment.
	<p><i>Science</i></p>	<p>Year 11 have learnt the final parts of the syllabus as well as completing their second round of mock papers.</p>	<p>Year 11 will develop their revision skills and exam techniques by revisiting topics in Biology, chemistry and physics, so they are prepared for their GCSE exams in the Summer.</p>
	<p><i>Art</i></p>	<p>Year 11 are in the final stages of their last project for their GCSE. They have been working extremely hard and under stressful times with exams. Most are about to start final artworks related to their chosen themes. We have paintings, drawings, prints and sculptures. It is very exciting.</p>	<p>Year 11 will be handing in all coursework after Easter and having the opportunity to improve outcomes and research before moderation.</p>
	<p><i>Dance</i></p>	<p>Year 11 have been analysing the set work 'Artificial Things' learning how costume, lighting, set/staging and aural setting communicates the choreographic intent. They have also been finalising their choreographies which will all be filmed on 31/3.</p>	<p>Students will begin to revise and recap section A and C of the written exam. They will also begin to evaluate their own performance and choreography preparing them for section B of the written exam.</p>
	<p><i>Design Technology</i></p>	<p>Year 11 have been completing their non examined assessment, alongside revision ready for their mock and summer exams.</p>	<p>Students will be continue to revise and complete question papers in preparation for the summer exams.</p>





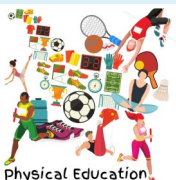
Curriculum News - Year 11



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Drama</i></p>	<p>Year 11 have performed for their final assessment. They have been working on their devising log alongside this.</p>	<p>Year 11 will be working on their scripted performance and recalling how to write a live theatre review and answer section B of the written exam.</p>
	<p><i>Film & Media Studies</i></p>	<p>Film Studies Students have been revising the films for component 1 of the exam.</p> <p>Media Studies Students 11 have been revising for component 1 of the exam.</p>	<p>Film Studies Students will be revising the films for component 2 of the exam.</p> <p>Media Studies Students will be revising for component 2 of the Exam.</p>
	<p><i>Food</i></p>	<p>Year 11 are now concentrating on revision for their GCSE on 20th June and have been given pre released information plus detailed advice and guidance on what needs to be revised.</p>	<p>The revision will continue using past papers, Seneca learning, revision books and focused study on specific areas.</p>
	<p><i>Geography</i></p>	<p>Students have been learning how food, water and energy are fundamental to human development.</p>	<p>Students have the pre-release booklet for the exam so that they have the opportunity to work through the resources, enabling them to become familiar with the material. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternative.</p>
	<p><i>Health & Social Care</i></p>	<p>Students are preparing for their role plays, demonstrating the care values used in an HSC setting.</p>	<p>Students will be writing up the report and reflecting on their roleplay. They will also be preparing for the second exam in May.</p>
	<p><i>History</i></p>	<p>Students have been revising their second set of mocks on Germany and Crime and Punishment throughout time.</p>	<p>Year 11 will revise Elizabethan England before the exam season begins.</p>
	<p><i>I.C.T. Computer Science</i></p>	<p>Computer Science have been working on paper 1 and paper 2 revision in preparation for the exam. We have created a number of revision resources to be used at home.</p>	<p>Students will continue to revise for paper 1 and paper 2 exams in preparation for the summer exams.</p>

Curriculum News - Year 11



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<i>I.C.T.</i> <i>Enterprise & Marketing</i> <i>I Media</i>	Enterprise and Marketing we have been improving R065 coursework based on whole class feedback. I Media we have been improving R082 and R087 coursework based on whole class feedback.	Enterprise and Marketing we will continue to make improvements to R065 coursework until the final submission deadline and then focus our attention on the Summer exam re-sit. I Media we will continue to make improvements to R082 and R087 coursework until the final submission deadline and then focus our attention on revision for the summer re-sit.
	<i>Modern Foreign Language</i> <i>M.F.L.</i>	Year 11 have been revising how to use a range of tenses to describe shopping, social problems and environmental issues.	Year 11 will be preparing and revising for their final GCSE exams: speaking, listening, reading and writing.
	<i>Music</i>	Year 11 are preparing and practising pieces and songs to perform for their final unit of work. This also includes researching and taking part in warm-ups and exercises to develop their performance skills.	Most of Year 11 will be revisiting exam skills. Their final performance will be performed and videoed for assessment.
	<i>Physical Education</i> <i>P.E</i>	Students have been engaging in a range of activities including, football, fitness and netball. OCR students have been learning the exam content for Unit 1 and Unit 2 in theory lessons.	In core PE lessons students will be learning the rules and skills associated with rounders and athletics. In OCR lessons, students will be revising the topic 'contemporary issues in sport' for their final exam.
	<i>P.H.S.E</i>	Year 11 have been learning about self-esteem and coping with stress whilst taking responsibility for health choices. They have also been exploring British values and their human rights.	Students will continue to learn about self-esteem and stress.

REMEMBER

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MILLFIELD

Science & Performing Arts College





Examinations 2022
Guidance for Year 11
Students and Parents
Centre Number: 46231



The Examinations Guidance has been given to your child. Please make sure you and your child read through these guidance notes. A copy is also available to view on our website. Any questions, please contact Mrs Draper the Examinations Officer at school.

Curriculum News - Year 11



	Subject Area	What have we been <u>learning to do</u> this half term?	What are we <u>learning to do</u> next half term?
	<p><i>Religious Education</i></p> <p><i>R.E.</i></p>	<p>Year 11 Core RE completed their study of all the different ways to prove something real.</p> <p>Year 11 GCSE RE have now completed their full revision of all elements of the course.</p>	<p>Year 11 Core RE will reflect on what makes a good role model in our world and why that is by looking at some of the most prominent religious and non-religious figures in modern history.</p> <p>Year 11 GCSE RE once again revisit the core information of the entire course before beginning their GCSE assessment.</p>
	<p><i>Sociology</i></p>	<p>Students have been learning how to apply their knowledge of education and families to exam questions as they prepare for their final examinations. They have revised the key sociological theories of functionalism, Marxism, feminism, and interactionism and practiced how they can be applied in an essay.</p>	<p>Year 11 will be revising the social stratification and differentiation and crime and deviance units. We will focus our learning on how to use key terms and structure to boost 4 and 5 mark answers.</p>



Year 11 Prom

Thursday 30th June

Staining Lodge **7pm**

Golf Club

ParentPay will be available for the outstanding balance on Prom tickets after Easter.

Be Exceptional!



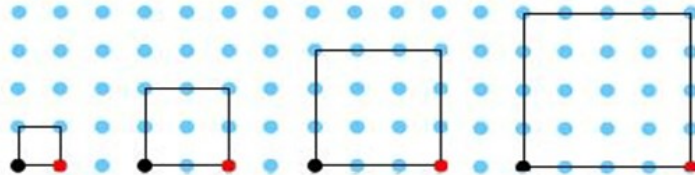


Deputy Headteacher's Maths Challenge



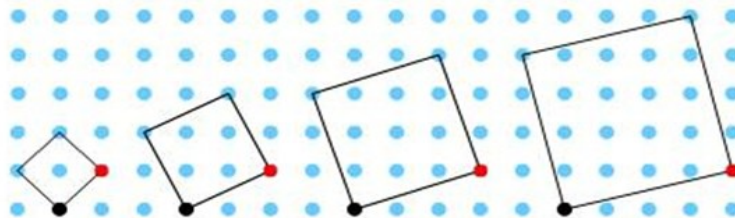
Tilted Squares Investigation

It's easy to work out the areas of squares drawn on a grid if they are oriented in the usual way:



Can you find a quick and easy method to work out the areas of tilted squares?

Here are some squares with a tilt of 1:



See the [hint](#) for suggested ways to calculate their areas.

Notice anything special about their areas?
Can you predict the areas of other squares with a tilt of 1?

What about squares with a tilt of 2? Or 3? Or 4? Or...?
Notice anything interesting?

Please email your solutions to Mr Humphreys at:
b.humphreys@millfield.lancs.sch.uk



World Book Day

On Thursday 3rd March we celebrated World Book Day with a circus themed, fun packed day. Staff shared their favourite stories with Year 7 students throughout the week and £1 book tokens were given to all Key Stage 3 students. These can be exchanged in most book shops for the £1 World Book Day titles, or used in part payment towards any children's or Young Adult book.



The library was transformed into a carnival for the day with sideshow games such as: 'Hook a Book,' 'Tin Can Alley,' and 'The Booky Dip.' The library also offered a selection of new circus related books and a circus themed reading quiz is running throughout the month of March. A great day was had by all!



Home - Learning

Home learning top tips

Home learning doesn't have to be a nightmare – here are a few tips to make the process an easy one.

⇒ Use resources

If there isn't a suitable space in your home for working, try a local library or a home-learning club if your child's school offers one. At the library, children can use computers to get on the internet if you don't have access at home.

⇒ Get tech savvy

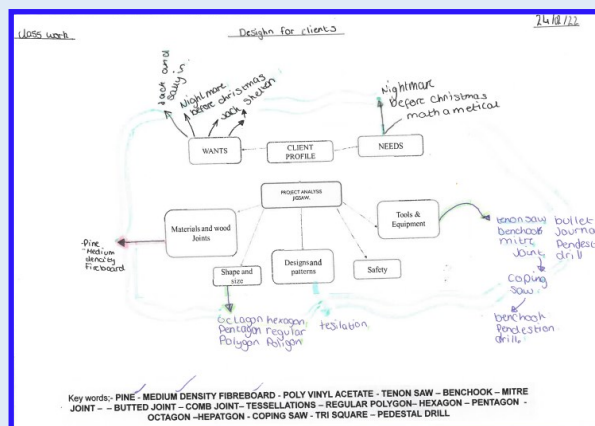
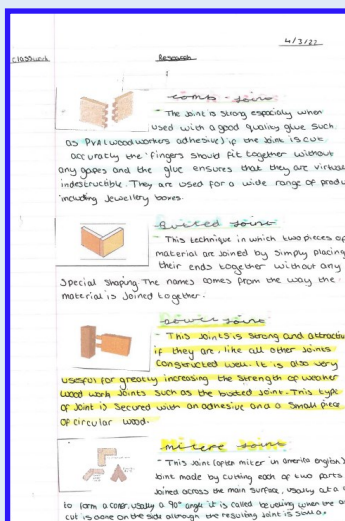
The internet can be great for looking things up and finding out more so encourage your child to become an independent learner and to go the 'extra mile' with their studies.

⇒ Read together

As a parent you are your child's first teacher, and one really practical way to help your child to learn is to read together, particularly when your child first starts school. But even as children get older they still love to be read to. Remember to share storytelling duties between both parents, as dads are powerful role models and can have a strong influence on their children's attitude to reading. Let them see you and older children reading yourselves.

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

Congratulations go to Year 8 students in Design Technology - who have produced outstanding examples of home learning, in which they have focused on product analysis and investigative research on material jointing methods.



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).



Student Council

The student council have had a busy and productive term. Their efforts in trying to improve day-to-day school life, as well as their commitment to raising money for charity, has been exceptional.

The council have met several times a week to discuss matters such as:

- Quality of food in the canteen
- Recycling
- Road safety
- Equality
- Uniform policy
- Improving mental health
- Sociable areas for break and lunch time
- Raising money for local and national charities



The students have shown great resilience and determination to make changes. They have been visiting form groups and arranging meetings with the Senior Leadership Team, canteen staff and Mental Health Ambassadors in order to positively impact school life.

There has been no rest for the student council towards the end of term! Comic Relief events, including a non-uniform day, movie club and wet sponge throwing, were arranged to raise money for the fantastic charity. We are delighted to say that we raised a total of **£1009.85!** We would like to thank every single person who contributed via Parent Pay and donations made in school. The highlight was definitely the wet sponge throwing – Mr. Smith-Hart was an extremely popular figure in the stocks!



Student Council

Last week we saw the student council take to the big stage and deliver their very own assembly to every year group in the school. The focus was the environment, the impact we are having on it and how we can act now in order to make a positive change. The bravery shown, despite some nerves, was outstanding. They delivered such an important message with confidence and conviction. Each and every member should be incredibly proud.



KS3 Aspire to Higher Education – Edge Hill University trip

A select group of Year 8 and 9 students got the opportunity to attend Edge Hill University for a taster day. The aim of the visit was to give students an insight into university life, lectures, independent living, campus facilities and extra-curricular opportunities.

There was an apprehensive start to the day – with the coach initially going to the wrong school! Despite the late pick-up students arrived on time for a welcome talk in one of the state of the art lecture theatres.

Students then engaged in workshops, focussing on different aspects of university life and the opportunities that higher education can provide. The highlight of the day was the campus tour. The library, various educational buildings, dining experiences and sporting facilities blew the students away and inspired them into considering a future at such a wonderful higher education facility.



Mr. Booth
Head of Aspirations

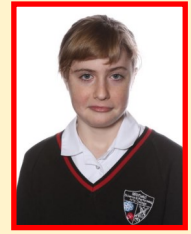
HOT CHOCOLATE WITH THE HEADTEACHER

Year 10

- Ayla Gokben
- Rebecca Cartwright
- Isobel Montgomery
- Keira Howarth
- Ruby Fleetwood
- Dakota Higson

All of the students have been nominated by Miss Taylor for their excellent work in Health & Social Care and Child Development

Be Exceptional!



Work Experience

Congratulations to all our Year 10 students for the successful completion of their 2 weeks Work Experience. Here is some of the fantastic feedback we have received this week:

- ⇒ "Gets stuck in, uses initiative can't praise her enough!"
- ⇒ "Really helpful, great attitude and friendly."
- ⇒ "Student has been fantastic, She's shown confidence and initiative."
- ⇒ "I just wanted to send you a note to say how brilliant he was. He was an absolute natural with the children; he had them all engaged, showed a real interest in them when they were talking to him, used his own initiative throughout the day during lessons and play time. He just was an absolute pleasure to have in class with us today."



Make a Difference

Teaching and Learning Tips

As we approach the end of term, I would like to celebrate our students who have been showing exceptional effort in their work. In lessons, students receive ongoing feedback. They use this feedback to reflect on their work and redraft it, continually striving to improve, feeling proud of the progress shown. We teach students the benefits of self-regulation and metacognition – thinking deeply about their work - so that they can bring their prior knowledge to a task; develop their skill in a subject and apply a range of expert vocabulary.

Two students have shown tremendous progress. Their work and most importantly, their effort is to be commended.

Delilah Mcmillan (Year 7) and Alecia Atkinson (Year 8) have gone the extra mile this term. Well done!

Delilah's essay – the culmination of learning about dharmic faiths this half term - would not be out of place in an A Level classroom!

Delilah Mcmillan
A.E. Homework

Should all Hindus and Buddhists always follow their dharma/dhamma? This question has a simple answer to most people's eyes, it is their religion and they chose to follow it, but I think there is a more complex answer to it, because in every religion, even to the people who follow it, there may be some questionable actions that are told to them.

Say if you're a Hindu, and Hindus have something called the 'Caste System', you may have been born into one of the higher castes (upper caste) like Brahmin - who are priests or teachers, Kshatriya - warriors and kings, or Vaishya - who are merchant, traders and landowners, you're set for having a good and comfortable life with money and upward happiness. But if you're born into a lower caste, like Shudra - which are commoners, or servants, or even in the untouchables (or Dalit), who are street sweepers, and technically have the worst jobs, you may not want to just stay with a poor job. If you really excelled in the student stage - Brahmacharya - you may want to become a teacher, but that's impossible, due to your caste. *really, you might not even have the opportunity*

In Hinduism, there are four stages of life; Brahmacharya, Grihastha, Vanaprastha and Sannyasa. I see no problem with the first stage - Brahmacharya (which is the student stage) because it is just going to school, getting basic education and learning/practicing the Hindu scriptures, but the others, I do feel like there could potentially have some issues. In the second stage - the householder stage (also known as Grihastha) - you are expected to get a job, which is understandable, but having a family - getting married and having children & but what is Dharma? Dharma roughly translates to 'duties' and they are just that, whether it be personal duties or duties everyone has to follow. (cont.)

Home Learning

Amica, which is impermanent. Because things in life are always changing. Buddhists believe they shouldn't stay attached to a certain way of living it, personally, actually see these as good rules to live by, but ~~actually~~ and the feeling of dissatisfaction ~~might~~ could affect anyone at any point, so following the rules of this existing existence, and claiming your ~~best~~ ^{best} and then you can be depressed at any point, by attachment, disappointment and not wanting things to change. So these may not be the best rules to follow, making their dharma not so easy to follow. I agree, overcoming attachment is very difficult. Nirvana is a powerful motivation though.

Another set of Buddha's teachings are the Four Noble Truths - Dukkha, the truth of suffering, Samudaya - the truth of the origin of suffering, the truth of the end of suffering - Nirvana, and the truth of the path to the end of suffering - Magga. Dukkha (as we previously discussed) is the fact that all life includes suffering (dissatisfaction). Samudaya - is knowing what suffering actually comes from, like the three poisons - greed, ignorance and hatred. Nirvana is the end of suffering - overcoming the three poisons and this isn't easy, but many Buddhists put in much effort to do this. The final truth - Magga - is also known as the 'noble eightfold path'. It is the way to the end of life's suffering. I don't feel that are as easy to follow because actually overcoming suffering isn't as easy as knowing how to live as a Buddhist. Overcoming suffering must be hard because you shouldn't technically have to stop suffering (although it would be nice) to ~~uplifting~~ ^{uplifting} it. So I do not think Buddhists should have to follow this duty, if it is necessary.

So, back to our question - should Buddhists and Hindus always follow dharma/dhamma? Well, with the points I've made - no, I think this because

Home Learning

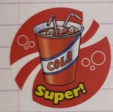
some of the duties that everyone has to follow in Hinduism (the four stages of life) may not be applicable with everyone, like how not everyone can have children in the householder stage.

Some Buddhists may not be able to follow the marks of existence because of their daily dissatisfaction with the life they are leading, leaving them with suffering in the cycle of re-birth.

But many both Buddhist and Hindu people, lead great lives following their faith's teachings all of the time so it is really a matter of opinion.

You discussed the strengths and weaknesses of each argument showing good evaluation skills.

Delilah,
What a joy to read.
I am blown away! The depth of knowledge here is truly exceptional! 😊



It was lovely to read Alecia's final sentence in her essay where she reflected on how much she had enjoyed the process of learning about her current topic and completing independent research, bringing it all together to craft a truly exceptional essay which she was so proud to submit.

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



Pastoral and Wellbeing



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

Facebook is an online social media platform that has over 2 billion users across the globe. It was initially for university students but soon expanded out and since 2006, anyone over the age of 13 is able to join the platform. It is available on all devices from your desktop and laptop computer to smartphones and tablets. Users can add photos and videos, update their status, interact with others and catch up with the latest news. Despite requiring users to be over 13, there are no age verification measures and children can easily create an account. It's therefore important that parents familiarise themselves with the main features of the platform to ensure their young ones remain safe if and when they use it.

AGE RESTRICTION
13+
If under 18, supervision of a parent or legal guardian required.

What parents need to know about FACEBOOK

ADDICTIVE NATURE

Facebook can be hugely addictive as it offers a physiological high and a quick reward cycle which comes from the likes and comments on shared posts. Communication is so instant now that teenagers are always checking, and it can sometimes feel like self-worth. This keeps children going back, encouraging them to post things and also increases the Fear Of Missing Out (FOMO) that is commonplace today. On the flip side, because of the way teenagers interact these days through Facebook and Facebook Messenger, they can seem addicted even when they're not.

CYBERBULLYING

Around a quarter of children have experienced online abuse, according to Ofcom's 2019 'Online Nation' report. Figures show that 23% have been cyberbullied, 39% subjected to abusive language and a fifth have been trolled. On Facebook, teenagers can receive communication in a number of ways, from private messages in Messenger to public comments on profiles, pages and posts to pages or groups set up just to torment a victim. Exclusion from pages or groups to cause the victim to feel left out has also been seen.

FUTURE IMPACT

Regardless of age, anything that's posted on Facebook, or other social media platforms, develops a personal brand and leaves a digital footprint that is there forever. It can be difficult to explain the consequences but many universities (and employers) look at Facebook before making a decision on accepting people. It is therefore wise to always think twice before posting anything online you wouldn't want people to hear or see offline.

STRANGERS/FAKE PROFILES

Generally, people are who they say they are online. That said, much like the real world, Facebook isn't free of malicious users and children have received friend requests from people they don't know, including individuals who may look to take advantage of young and impressionable children.

OVERSHARING

Facebook encourages you to share "what's on your mind" but children need to be aware of what they're revealing about themselves online. Facebook allows users to share their location, create live videos and much more. Some photos can be traced using file data, too, so it's important to keep a tight group and share only with people you know.

INAPPROPRIATE ADS

While Facebook is getting ever stricter on the content of ads and who they are targeted to, there is still the chance that children could be subject to ads during their experience on the platform. This could be innocuous but is worth bearing in mind when using the app.

LIVE STREAMING

Facebook Live provides users with the ability to stream video live-time to their friends and followers or watch other people's broadcasts live. During the video, people can react and comment and it's difficult to moderate the content given everything happens in real-time. This could mean your child is exposed to inappropriate material or worse still, could be cajoled into doing something online by others which they wouldn't normally do.

LIVE

42 people watching

PRIVATE MESSAGING

Facebook Messenger is closely linked to your Facebook profile and provides the ability to share private messages away from friends and family. It is therefore important that parents ask their children who they are communicating with and ensure that the only people they are exchanging messages with are people that they also know in real life.

National Online Safety #WakeUpWednesday Safety Tips For Parents

MAKE PROFILES PRIVATE

Within the settings of a Facebook account, you can choose whether a profile is public or private. Make sure that your child's setting is switched to private. This way they will only be able to interact with friends and people they know within the platform.

LEAD BY EXAMPLE

Show your children how and why you use Facebook. This will help to demonstrate that it can be used safely when used in an appropriate manner and help to reduce the risk of them encountering harmful content.

SHARE DEVICES

Depending on the age of your children, it's worth considering letting them use Facebook from a general family iPad or laptop. This allows them to use it without being constantly connected everywhere they go and may give you more reassurance around what they are doing on the app.

REPORT VIOLATIONS

On Facebook you're able to hide people or groups and report things that are harmful. Make sure you spend some time to show your children how this works and why it's important to do so before they start spending serious time on the platform.

RESPECT BOUNDARIES

As with anything, there are potential risks and dangers on Facebook but once you've talked about the ideas of safety on the platform, give children some space. Trust them to make smart choices but always be open to talking about social media.

CHECK-IN

Once they've had some time to use the platform, don't be afraid to check in and see if there's anything on Facebook they'd like to discuss. This isn't always easy but being open with your children is the best way to deal with any issues head on.

Meet our expert

Alex Wright is a former Facebook employee and social media expert with over 15 years' experience working in digital media. He has worked with some of the biggest organisations in the world and has a wealth of knowledge in understanding how social media platforms work and how they engage their audience.

SOURCES: <https://www.facebook.com>, <https://www.independent.co.uk/life-style/social-media-addiction-young-children-under-five-youtube-instagram-8893411.html>, <https://www.independent.co.uk/life-style/health-and-families/cyberbullying-social-media-children-online-abuse-facebook-research-ofcom-tot-8893366.html>, <https://thriveglobal.com/stories/how-social-media-affects-our-ability-to-communicate/>, <https://www.care.com/en-gb/stories/4275/5-dangers-of-social-media-to-discuss-with-you/>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety
Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 29.01.2020

Mr. Deville
Assistant Headteacher in charge of Behaviour and Safeguarding

Hangout!

Starting 6th February

Looking for somewhere to go with friends?
Are you 11 - 16 Years old?

If yes, then come to Hangout! To have fun, relax and play games.

Every 1st & 3rd Sunday of the month at
St John's Community Hub from 5pm till 6pm
(St John's Church, Thornton)



3rd April
Spring into action making feeders for our feathered friends

17th April
Celebrate Easter with a hunt and games

1st May
Learn the art of flower arranging

15th May
Improve skills for your future by outdoor cooking

5th June
Queen's Jubilee Party

Maximum charge of £2 for refreshments & heating

Open Day



Saturday 9th April, 9.00am—3.00pm

Come along and see our newly refurbished courts and clubhouse, meet members of our friendly Club, enjoy some home-made cakes, and even play some tennis!

PLUS! Free junior coaching taster sessions:

- 9.00am Primary boys & girls
- 10.00am Secondary girls
- 11.00am Secondary boys

Come down and join the fun!

Call Gregg on 07387 318275 for more details.

Thornton Lawn Tennis Club, Lime Grove, FY5 4DE

facebook.com/ThorntonLTC

clubspark.lta.org.uk/thorntonlawntennisclub



Tea and Talk, not Tea and Technology!

Its time to get together as family and friends over supper, not screens.

The Mayor of Wyre, Cllr Andrea Kay invites you to get out your pots and pans and submit your finest original dinner-time recipe for a collection of healthy family meals.

Your recipe should be for 2, but easily increased to feed a larger family or group. It should be made with healthy, affordable ingredients you can buy locally. It should be something easy to make by someone under 16. It can be plant-based or not, your choice!

Competition entries by 22 April to Andrea.Kay@wyre.gov.uk.

A prize will also be awarded for the best recipe!



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.

Our Admissions book has been emailed to our new students who will start with us in September. There is also a copy on our website.



DATES FOR 2022

Performing Arts Showcase—26th/27th April

Y8 Parents' Evening - 18th May 2022

Year 10 BTEC Music Events —14th/15th June

BIG GIG—12th/13th July