



Acclaim

Be positive, Be respectful, Be your best

Kesgrave High School March 2021

Head Start

Well, my desire to share with you a termly newsletter, capturing the good and the great from our school over the last few months, has proved more challenging this term, as students have been learning from home for the vast majority of the time. However, no-one ever said that we didn't rise to a challenge, so on the pages ahead we have put together some examples of the wonderful work that the students have been up to in the Spring Term. Our students have worked so hard independently, with online support from their teachers, we are so proud of how they have sustained progress with their learning. What follows is a snapshot of some of this, we won't have captured everything completed by every student, but hopefully it gives you a slice of Kesgrave High School life as we have experienced over the last few months.

What has shone through stronger than ever in recent months is the resilience, creativity and compassion of our young people. As they have returned to school we have heard about how they have sustained their motivation with activities at home and how they have taken the time to reach out and help others around them. Developing our young people is about so much more than just the curricula that they study; whilst their education may have taken a different form in this last term, we have still seen them develop. We have been delighted to see them back at school and we can't wait to start a new term, with the hope of some summer activities and easing of COVID-based restrictions.

At the end of the Easter Term we are saying farewell to four teachers and a Teaching Assistant. Together, these staff have given 55 years' service to the school. Our best wishes go to Mrs Tyson (36 years), Mr McGloin (15 years), Mrs Sanchez-Walker (16 years), Mr Gent (2 years), Mr Kane (1 year). We wish them well in their new ventures and thank them for all that they have done for the young people in our care over many years. We wish all our students, staff and parents and carers a restful and hopeful Easter break.

Julia Upton

Lockdown Legends

What follow on our first few pages, are messages from our Heads of Year and Student Support Officers to their year teams, reflecting on the strangest of terms.

To Year 11

We were super proud of Year 11 for their high levels of commitment and engagement throughout their online learning. Each week we requested nominations from teachers for those that had applied themselves above and beyond in their learning and the number of nominations that we received from all subjects was phenomenal! Lockdown Legends were chosen every week and sweet treats delivered to their doors. Our Lockdown Legend winners were Lailah Touissant, Freddie Wyard, Arabella Moore-Smith, Joy Moore-Smith, Matt Webber, Ella Bagley, Louis Kidd, Eva Asemota, Jack Laughlin, Megan Pallant, Nika Akimenko, Luke Bayford, Joe McNeil, Emily Green, Finaly Abbott, Chloe Griggs, Evie Barker, Finlay Adams, Leera Vite and Millie Whatley. This list could have easily been much longer, with so many well-deserved nominations it really was difficult to choose. The consistent effort of Year 11 throughout did not go unnoticed, and it is great to now have them all back in school.

Mrs Wheatley and Miss Rush

Lockdown Legends

Year 10

A message to Year 10 - Year 10 we are all amazed at just how well you seemed to have coped during the months of lockdown. When making our welfare calls we were struck just how well you had adapted to a new way of working online and amazed at how much resilience you showed in such challenging times. We wanted to acknowledge the efforts of as many of you as possible, so the half termly Golden Ticket draw we normally do in school, also went online too! When I announced the concept of the Virtual Golden Ticket to staff, I thought the internet was going to break! Teachers couldn't wait to nominate students who were going above and beyond in their learning and who really were turning into lockdown legends. In the end we had well over 500 Virtual Golden Tickets in the draw with 50 prizes going to the lucky names that were drawn out. A significant number of students were nominated multiple times and by multiple teachers.

Those students who demonstrated exceptional engagement in all their online lessons are - BAYFORD Tamzin, BEETON Cassidy, BROWN Poppy, BRUNDELL Max, CHAPPELS Erin, COLLINSON Phoebe, CORY Ethan, DUFFY Ieuan, EL HUSSEINY Tarek, FEARN Hannah, GILL Shaan, HAMBLYN Millie, HOOD Callum, HOUSE William, HOWARD Millie, HUNT Ethan, LAKER Zachary, LINASSI Daisy, MARKHAM James, MAUDHOO Lushan, MCDONALD Lily, MERCER Ben, MUNDAY Oscar, PEARCE Emily, PERRY Grace, PILCH Charlotte, POMROY Ella, PRYKE Daniel, SAYYAD Francesca, SHARLAND Ryan, SQUIRRELL Lauren, TAYLOR Charlie, WARD Milly, WEST Elizabeth and YORKE Katie. Since being back in school you have seamlessly adapted back into the new normal and we're extremely proud of you all. We are so excited about what the future holds for such a conscientious, hardworking, and resilient cohort - well done Year 10.

Mr Finch, Mrs Newman and Miss Mitchell.

To Year 9

Year 9 student engagement throughout the remote learning experience was fantastic. Remote learning offered our students a platform to connect with others, field questions, ask for advice, offer opinions, gain understanding and underpin knowledge. Year 9's you were brilliant!

Our year 9 students ensured that the level and standard of work submitted was consistently high. Feedback from teaching staff was incredible. There are so many lockdown legends to mention but here are twenty that truly deserve to be recognised for the dedication and commitment shown:

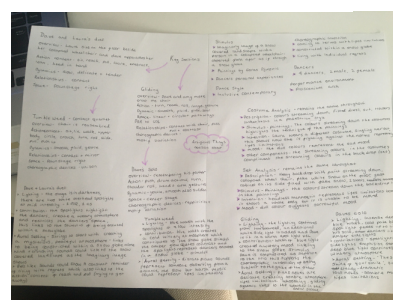
Annika Bilchev, Poppy Manson, Enzo Johnson, Lauren Reavell, Mario Salter, Sofia Day, Yanis Kerampran, Charlie Parr, Khadeega Modawi, Inez Manning, Yung Win Lui, James Fiddler, Marc Harfield, Joshua Makings, Jahzara Alattiyah, Joshua Bond, Madison Debnam, Charlie Finbow, Hannah Fray and Beraat Yildirim

Who can forget the snow? The Year 9 pastoral team set the challenge of creating the tallest snow person possible. This was in line with the new KHS Wellbeing model - Be Active. Violet Hardman was the winner - a giant of a snow person!



Year 9 have also been busy completing their subject choices for their GSCE and BTEC studies. They have made informed choices regarding their future pathway. It has been an incredibly exciting and rewarding experience to have so many conversations with students surrounding their career aspirations and futures.

Mr J. Gosling



Santa Run

This seems like a lifetime ago now, but on the last day of the Autumn Term students took part in the traditional Kesgrave High School Santa Run. Students (and staff) across all year groups enjoyed some air in their lungs in this non-competitive, fun event. Well done to everyone who took part and especially to those who got into the Christmas spirit through their costumes.



Virtual Marathon

You may recall that in the last edition of Acclaim, the Sixth Form Committee set the challenge to run a virtual marathon over a period of 12 weeks.

18 students have completed the Run a Marathon Challenge raising money for the Jess Grant Celebration charity. Jess would have been a member of my year group and we think of her often. Her charity raises money for children who have medical conditions to have music therapy.

The deadline for getting their sponsorship in is 22 March, but so far five students have raised over £1,927, which is amazing. Aimee Baynes-Robinson wrote to Southampton Marathon and they sent her a medal and a finishers t-shirt and Esther Andrews finished the challenge early and having decided to run multiple marathons, has now completed 14 in the time span set for the challenge.

Mrs McGlaughlin

Name	Form
Milo Wade	CU7
Joe Martin	D7
Jessica Roper	E7
Jasmine Saxton	F7
Hazel Akers	F7
Esther Andrews	L7
Ayush Arora	L7
Milo Wade	LU7
Isabel Williamson	ME7
Ella Line	M7
Kate Fulcher	ME7
Imogen Fanshaw	ME7
Hayden Phillips	SU7
Matti Goffin	W7
Oscar Parkin	G8
Isla Groom	N8
Amelia Downing	N8
Reece Summerhill	R8
Aimee Baynes-Robinson	HU9
Sophie Lee	SY7



Date	Miles	Total
19/12/20	1.52	1.52
20/12/20	1.98	3.50
22/12/20	2.00	5.50
27/12/20	1.80	7.30
27/12/20	2.09	9.39
28/12/20	1.46	10.85
29/12/20	1.67	12.52
03/1/21	1.67	14.19
04/1/21	1.56	15.75
17/1/21	1.71	17.46
18/1/21	1.71	19.17
24/1/21	1.91	21.08
31/1/21	2.61	23.69
15/2/21	2.67	26.36

Year 7 Recipe Book

Miss Boon set Year 7 a lockdown challenge to share their favourite recipe, in order to create a recipe book. She was overwhelmed with the students' contributions. They will be made into a physical book to share across the year group. The three best entrants will receive a voucher for afternoon tea for two, kindly donated by Milsoms.

Our Stay at Home Chocolate Swiss Roll



Ingredients

- 4 large eggs
- 100g caster sugar
- 65g self-raising flour
- 40g cocoa powder
- 300ml double cream

Preparation

- Heat oven to 180C
- Line swiss roll tin with baking paper

Method

- In a large bowl add the eggs and sugar and whisk for 5 minutes until it looks like double cream.
- Sieve in the flour and cocoa powder and FOLD using a large metal spoon so you don't lose the air bubbles.
- Pour into your lined swiss roll tin and tip to the edges so even.
- Bake for about 8 mins.
- Place another piece of baking paper onto a flat surface and being very quick – lift the cake out of the tin and flip onto the new baking paper so both sides of the cake are covered by a piece of baking paper.
- Once slightly cooled, leaving both baking papers on, roll into the shape of the swiss roll and place on a cooling rack.
- Once the cake is completely cool, unroll it and peel off ONE of the baking sheets.
- Whisk the double cream to the desired thickness – not too runny and not too thick like cream cheese!!!
- Spread onto the cake in an even layer.
- Roll back into a swiss roll, using the paper to push up as you go along to help.
- Don't worry if there are cracks – this often happens to me!
- And there you go – enjoy!

Charlie Ruddell (L7)

Equipment

- Large bowl
- Hand mixer
- Large metal spoon
- Swiss roll tin
- Baking paper



Sugar Cookies

Ingredients:

- 200g unsalted butter at room temperature.
- 280g caster sugar
- 1/2 teaspoon vanilla extract
- 1 egg
- 400g plain flour
- A pinch of salt
- 1/2 teaspoon cream of tartar
- Royal icing

- Oven Temp: 170 degrees C / 325 degrees F / Gas 3.
- Bake Time: 10 mins

Recipe:

- Put butter, sugar and vanilla in mixer and cream until light and fluffy.
- Add the egg and mix well.
- Add flour, salt and cream of tartar and mix well. The dough should be light and easy to handle.
- Lightly dust a clean work surface with flour and roll out dough. Cut out shapes.
- Bake on trays in oven for 10mins.
- Remove from oven and let cool slightly on tray before placing in wire rack.
- Decorate with royal icing.

Erina Hedges (M7)

No bake peanut butter balls



Ingredients:

- Peanut butter
- Honey
- Oats
- Chocolate chips

Instructions:

- Firstly put 1/2 cup of peanut butter into a big mixing bowl
- Secondly put 1/4 cup of honey in the bowl
- Next 1 cup of oats
- Then 1/4 cup of chocolate chips (you can use 1/4 of a chocolate bar)
- Then mix until combined
- Use an ice cream scoop or your hands to collect some of the mixture
- Once you have collected a section of the mixture roll it into a ball with your hands and repeat until you have none of the mixture left.
- Place each ball onto a plate then let them chill
- Once they have been refrigerated ENJOY

WATCH OUT FOR ALLERGIES

Lilia Tuck (L7)

Chocolate Fudge Cookies

Makes 16

INGREDIENTS

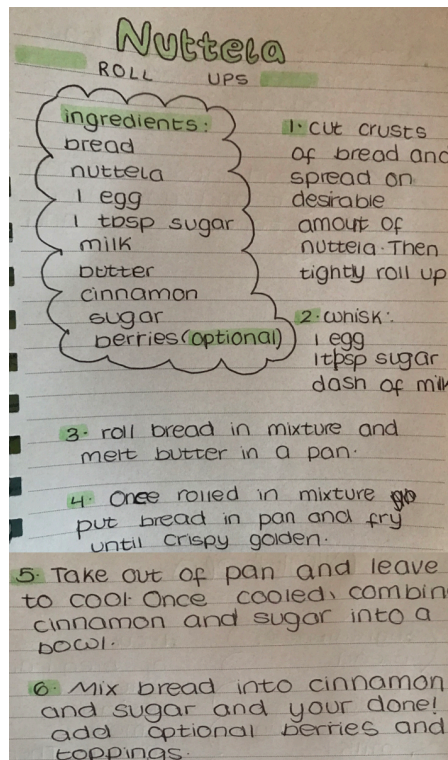
- 115 grams 1 stick unsalted butter, room temperature
- 90 grams brown sugar
- 50 grams caster sugar
- 1 teaspoon vanilla extract
- 1 large egg
- 140 grams plain flour
- 1/2 teaspoon baking soda
- 40 grams cocoa powder
- Pinch of salt, optional
- 1 tablespoon milk
- 100 grams dark or milk chocolate, roughly chopped, plus extra for decorating

INSTRUCTIONS

- Line two baking trays with baking paper. In a large mixing bowl, add butter and sugars and beat with an electric mixer until combined.
- Add vanilla and egg and beat for a minute or so until combined. Sift in flour, baking soda, cocoa powder and salt, if using, into the mixture, and mix briefly until a chocolatey dough forms.
- If it's a little dry, add the tablespoon of milk and then stir in the chocolate chunks. Place the dough in the fridge and chill for at least 30 minutes.
- Preheat oven to 180 C standard / 160 C fan-forced. Roll the dough (approximately 1.5 tablespoons each) into balls using your hands and place onto the prepared trays.
- Place in the oven and bake for approximately 10-11 minutes. While they're still warm, place a few extra pieces of chocolate on top of each cookie, then transfer to a wire rack to cool completely.



Emily Deer (E7)



By Beau Newman (L7)

Banana Loaf

Ingredients

- 140g of butter and extra for the tin
- 140g caster sugar
- 2 large beaten eggs
- 140g self-raising flour
- 1tsp of baking powder
- 2 very ripe mashed bananas

Method

- Heat oven to 180C.
- Butter a 2lb loaf tin then line the base and sides with baking parchment.
- Cream 140g of butter and 140g of caster sugar until fluffy and light, then slowly add 2 beaten eggs with a little of the 140g flour.
- Add the remaining flour, 1tsp of baking powder and 2 mashed bananas.
- Pour the mixture into the prepared tin and bake for 50 mins.
- Cool in the tin for 10 mins, then remove onto a wire rack.

Evan Oldfield (W17)



Year 7 Recipe Book

Rock Cakes

Ingredients

225g/8oz self-raising flour
75g/2½oz caster sugar
1 tsp baking powder
125g/4½oz unsalted butter, cut into cubes
150g/5½oz dried fruit
1 free-range egg
1 tsp milk
2 tsp vanilla extract

Method

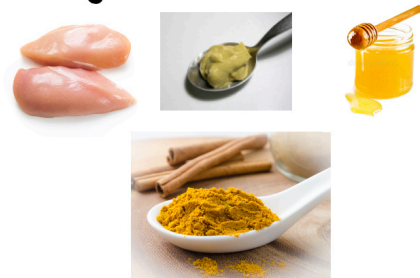
1. Preheat oven to 180C/160C Fan/Gas 4 and line a baking tray with baking parchment.
2. Mix the flour, sugar and baking powder in a bowl and rub in the cubed butter until the mixture looks like breadcrumbs, then mix in the dried fruit.
3. In a clean bowl, beat the egg and milk together with the vanilla extract.
4. Add the egg mixture to the dry ingredients and stir with a spoon until the mixture just comes together as a thick, lumpy dough. Add a teaspoon more milk if you need it to make the mixture stick together.
5. Place golfball-sized spoons of the mixture onto the prepared baking tray. Leave space between them as they will flatten and spread out to double their size during baking.
6. Bake for 15-20 minutes, until golden-brown. Allow to cool for a couple of minutes, then turn them out onto a wire rack to cool.



William Donnelly (M7)



Honey and Mustard Chicken



Ingredients

2 Chicken Breasts
1 tea Spoon of Dijon Mustard
1 Tea Spoon of Mild Curry Powder
4 Table Spoons of Runny Honey
2 Table Spoons of Vegetable Oil

Instructions

- 1) Cut the Chicken breasts into small pieces equal in size and fry in a frying pan with the vegetable oil until the chicken is cooked through.
- 2) In a small saucepan put the honey, Mustard and curry powder together on a medium heat, stir it until its all mixed together and its about to boil.
- 3) When the chicken is cooked put it in an oven dish and pour over the sauce making sure it coats all the chicken.
- 4) Cover with kitchen foil and place in the oven at 200 degrees for 20 mins then remove the foil and put it back in the oven for another 5 mins.
- 5) Serve with a Jacket Potato and Salad.

Harley Carter (F7)

Cheese Scones

CHEESE SCONES

(SERVES 6 LARGE SCONES)

Ingredients:

- 225g Self raising flour
- 55g chilled butter cubes
- 120g Mature cheddar (I use different types of cheeses as well adding up to 120g)
- Pinch of Salt
- Pinch of cayenne pepper
- 90-100ml of milk (depends how dry your dough will be)
- ½ tsp of Hot chilli powder (depends on how much spice you prefer; optional)
- ½ tsp of chilli flakes (depends on how much spice you prefer; optional)
- 1 egg (for glazing)

- 1) Preheat your oven to 200C/180C/Fan/Gas 6 and prepare a large tray with parchment paper on top.
- 2) Firstly, sift the flour, cayenne pepper, salt, baking powder and hot chilli powder if wanted into a large bowl. Once doing so, then sift the mixture again to make sure that everything is thoroughly combined.
- 3) Next add your butter cubes and crumble your mixture together with the butter until breadcrumbs are formed. Then add 100g of your cheese and so that 20g is left for sprinkling on top later. Mix together.
- 4) Make a well in the mixture and then add your milk (try not to add of all of it at once so that it doesn't have the possibility of becoming too sticky) Knead the milk into the mixture until you have a dough.
- 5) Then place onto a well-floured surface and roll out with a well-floured rolling pin. Make sure the dough is approx E1 thick and then cut out the scones with a circular cutter and place onto your tray.
- 6) Crack an egg and mix it and then glaze your scones. Sprinkle cheese, chilli flakes and pepper on top of the scones and slide into the oven.
- 7) Cook for 15-20 minutes until golden. Enjoy!

(I recommend warming your scones up in an oven grill for example and then spreading butter on top)

By Hannah Read (CU7)



Chicken Tray Bake

Ingredients:

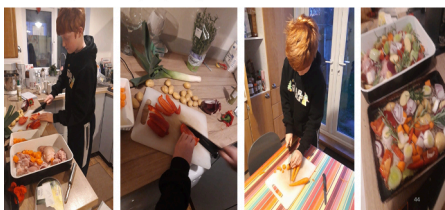
8 Chicken Thighs
4 Carrots (peeled)
1 Onion
16 New Potatoes
1 Leek
1 Pepper
Garlic + Rosemary
Olive or Spray oil

IMPORTANT: Preheat oven to 180°C

Instructions:

1. Place chicken thighs in a large oven tray.
2. Cut the pepper, carrots, onion and leek into chunks, then put onto the tray with the chicken
3. Cut the potatoes in half and add them to the tray
4. Add oil, salt and pepper, garlic, and rosemary, then combine all the ingredients together gently
5. Bake for 35 minutes (check if the chicken is thoroughly cooked)
6. Enjoy as it is! Or add some extra vegetables

Joseph Phillips (L77)



Savoury Vegetable Muffins

Ingredients:

- 2 cups self-raising flour
- ¾ cup cup of grated cheese
- ½ pepper diced and de-seeded
- ½ cup of mushroom diced
- 150g butter (melted)
- 1 cup of milk
- 1 egg (lightly beaten)
- A sprinkle of pepper (optional)

Method:

- 1) preheat the oven to 180°C
- 2) line a 12 cup muffin tray with cupcake cases
- 3) in a bowl place the flour, cheese, pepper and mushroom. Mix together lightly
- 4) melt the butter
- 5) in a jug combine the egg, milk and butter
- 6) pour the wet ingredients into the dry ingredients and mix until just combine
- 7) pour into the cupcake tins and bake for 10-15 minutes
- 8) take out of oven and place a sprinkle of cheeses on top
- 9) bake for another 5 minutes

Notes:

- Best left in the fridge

Myonice Saunders (SU7)



Beef Wellington

Ingredients

Beef fillet
English mustard
Puff pastry
Mushrooms
Garlic
Onion
Prosciutto ham
Egg yolks
Salt and pepper
Butter

INSTRUCTIONS

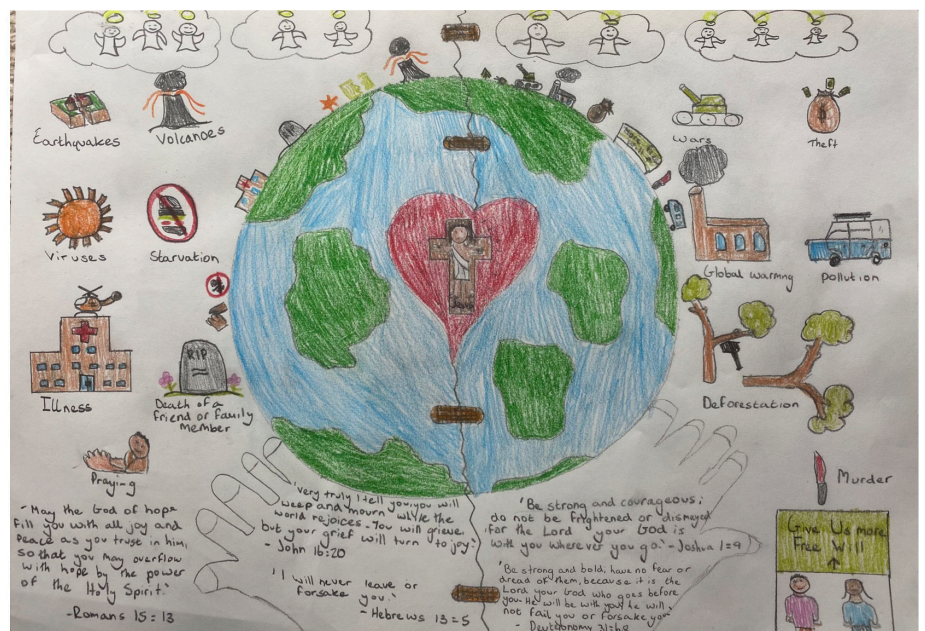
- 1) Salt and pepper the beef then slow cook the beef for 7 hours. Alternatively you can cook in the oven, if you prefer it pinker in the centre.
- 2) Finely chop the onion, garlic and mushrooms.
- 3) Fry the mix in a little bit of butter, until the texture is of breadcrumbs.
- 4) Then let the mix cool down.
- 5) Once the beef is cooked, remove from the slow cooker, brush the meat with English mustard.
- 6) Lay out the slices of prosciutto ham on cling film and add the onion, garlic and mushroom mix thinly spread over the ham.
- 7) Add the basted beef to the centre of the ham and roll tightly in clingfilm.
- 8) Leave to cool overnight in the fridge.
- 9) Just before you wish to cook the wellington, roll out your puff pastry.
- 10) Unroll the clingfilm and place the meat in the centre of the puff pastry.
- 11) Roll the meat like a sausage in the puff pastry
- 12) Brush the pastry in the egg yolk,
- 13) Place the wellington on a oven tray and cook in the oven for around 60 minutes.
- 14) Take out of the oven and let rest for 10 minutes before carving, then cut up the meat and serve.

Jenna Baker (LE7)

Check out the next page to see some of the pictures!

Ethics and Philosophy

Year 9 students were set an extended homework task during Philosophy and Ethics. Following study of evil and suffering they were asked to visually represent this in a medium of their choosing. I think you'll agree the work by Zofia Campbell-Robson K9, James Fidler- TI9 and India Thiruchelvam-TI9 are particularly thought-provoking.



Physics

Students from Year 11 were asked to summarise information about the electromagnetic spectrum and present it in an eye-catching way with the spectrum as the centrepiece. These three really got to the heart of the task.



Key Stage 3 Art

Year 7, 8 and 9 art work continued to be inspiring, imaginative and technically impressive throughout lockdown.

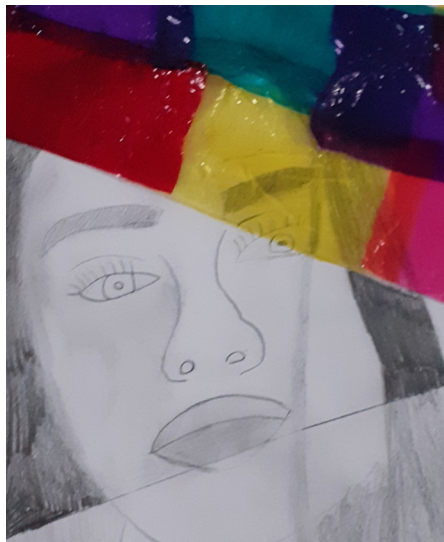
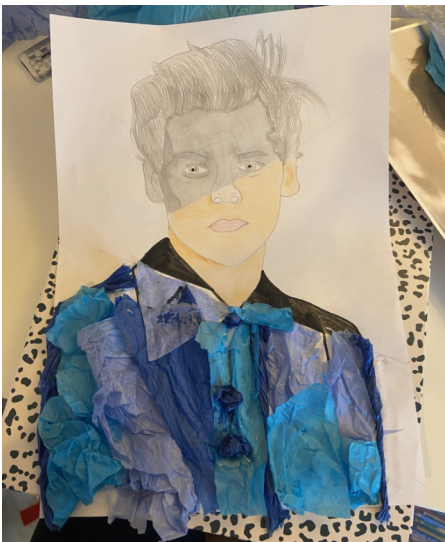
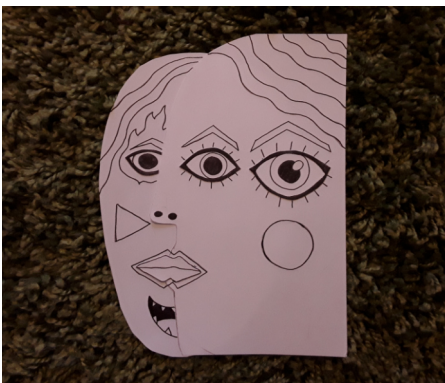
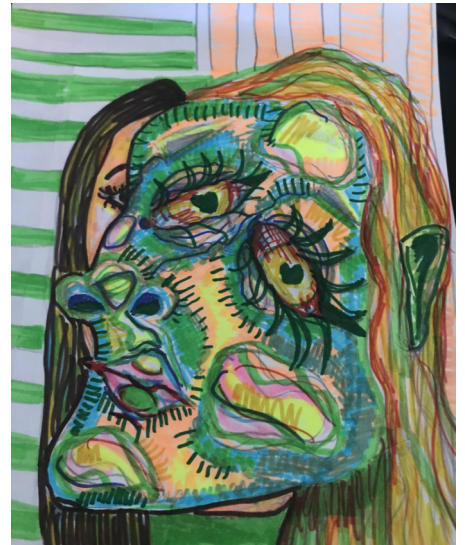
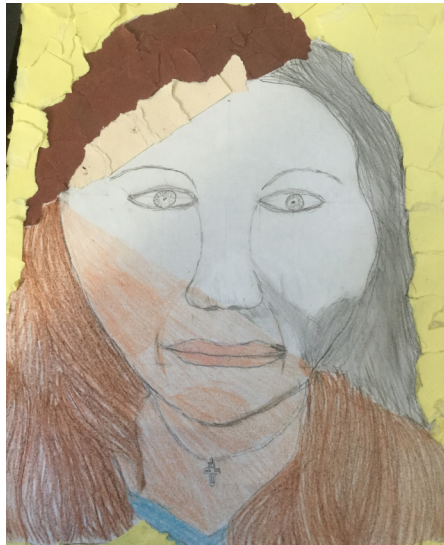
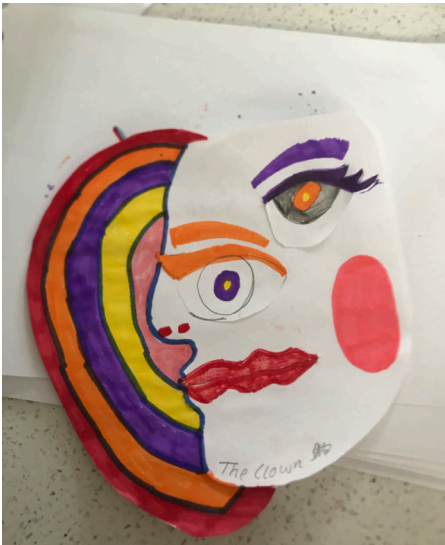


Key Stage 3 Art

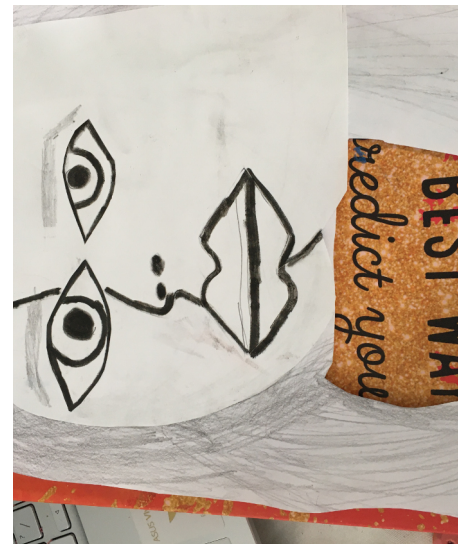
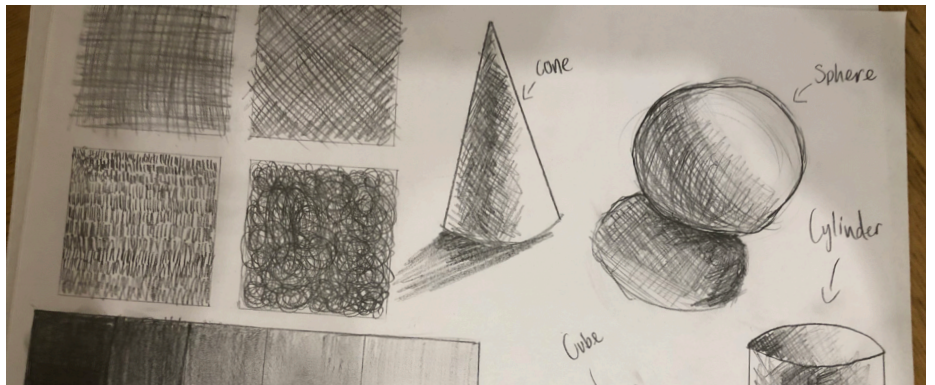
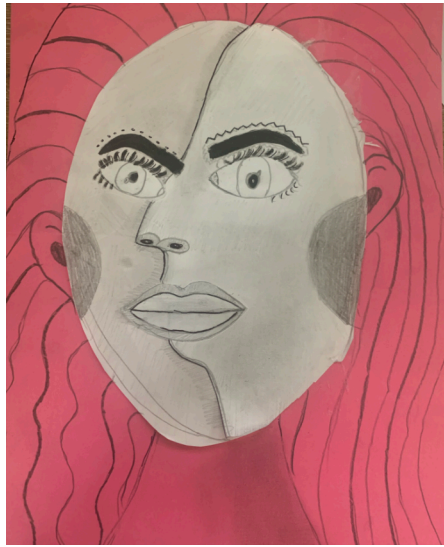
From cubism, to self-portraits to still-life, students were inspired by a wide range of stimuli.



Key Stage 3 Art



Key Stage 3 Art



AS Biology

Some year groups were reluctant to present on screen during lockdown learning but Year 12 Biology students took the lead, sharing their presentations on animal behaviours in courtship. Work on bears, spider and tigers by Molly Ives, Charlie Driver, Marc Saunders, Tyler Gandy, Beth Ripper and Charlotte Wilson were all worthy of note. Great design, detailed knowledge and clear articulation all impressed Mrs Halls.

Grizzly bears use sexual reproduction to form off springs during May to July.

However, the egg doesn't form in the uterus until October to November if she keeps a sufficient body weight, if not then the embryo will not attach to the uterine wall and will die.

If successful, the mother will end up having her cubs (born in pairs) in hibernation. She will wake up in time to have her cubs, who will be born blind, hairless and toothless and then she would go back to sleep.

At this time, the cubs would be living off their mother's milk until the spring comes and they have opened their eyes and teeth and fur has grown.

They would venture out their den as a family and live off fruit, nuts, insects, rodents and salmon.



The tigers will stay together for around 3 days before mating to build trust and form a bond

Habronattus clypeatus

Habronattus clypeatus is a **species of jumping spider** native to Mexico and the US. It's part of the viripidies species group in the genus Habronattus.

Classification:

Kingdom – Animalia

Phylum – Arthropoda

Subphylum – Chelicerata

Class – Arachnida

Order – Araneae

Infraorder – Araneomorphae

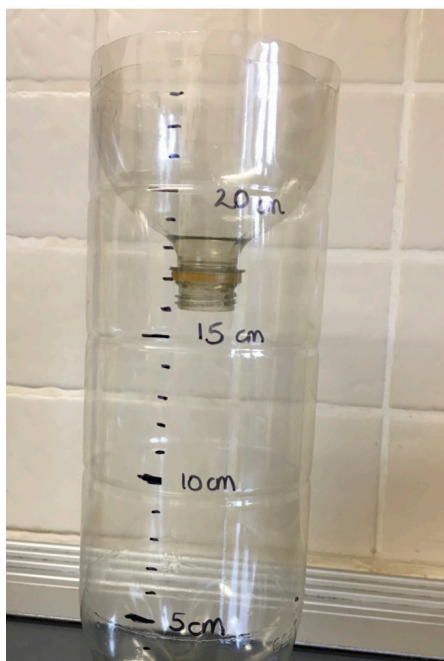
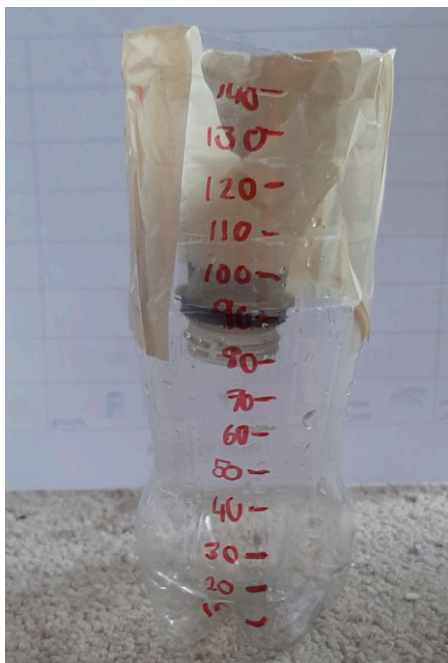
Family – Salticidae

Genus – Habronattus



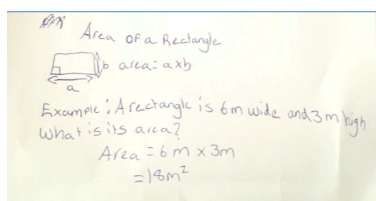
Weather watchers

Year 7 Geography made the most of the frightful weather during lockdown. Students made their own rain gauge and then monitored rainfall (and snow) in their weather diaries. Pictured here, work from Esther, Neve and Orla's from SU7.



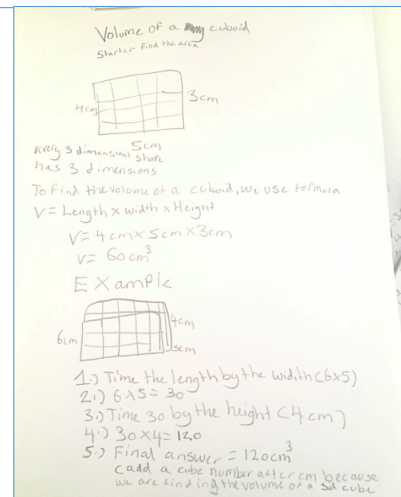
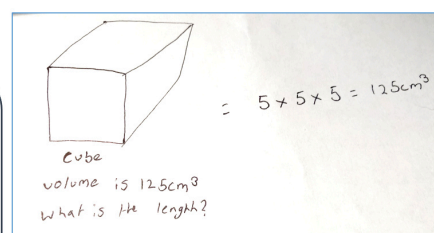
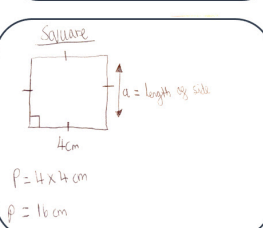
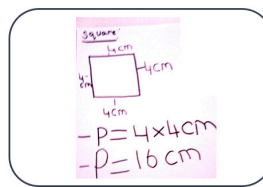
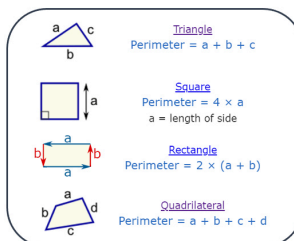
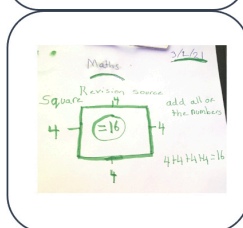
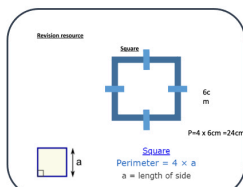
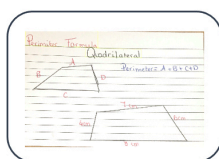
Year 7 Maths Revision

Miss Gooch, used examples created by her students to share a revision summary prior to their assessment on shape and space.



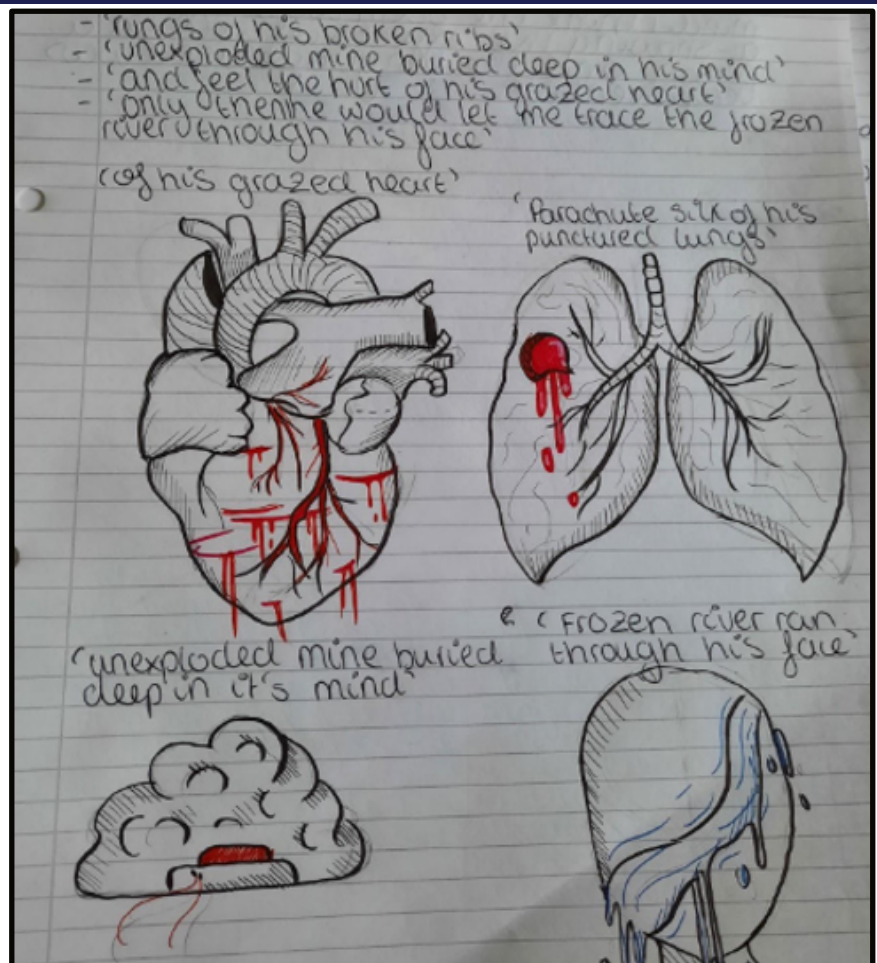
Shape area and volume

Perimeter Formulas



Year 10 English

Year 10 completed work with poetry, finding key images within poetry (The Manhunt by Simon Armitage and Valentine by Carol Ann Duffy) and exploring them, or using them to inspire their own creative writing.



Task 4

His head weighed heavy in his calloused hands; the burdens of war never surrendering their grasp on his consciousness. In this battle of attrition, he did his best to ignore the persistent memories that refused to stay buried – the horrors he had borne witness to, and the atrocities he committed. But those thoughts stemmed from real scars, the physical proof of what he had done and what he so desperately wished to forget.

Task two:

I think the poem is about honesty, and changing the stereotype of valentines. I think Duffy could be portraying unconventional love, the kind where the two people in love are so similar, that it is hard to find any faults in their relationship. Duffy could be representing honesty when she writes 'I am trying to be truthful', which could imply they do not want to lie to their partner, and want them to see reality. Also, I think Duffy might want the reader to see this relationship is personal, and changes the stereotype when she gives 'an onion', to almost symbolise the couples relationship.

Task three:

I think the speaker declares they are not giving a 'red rose' or a 'cute card' because they might think it is cliché and impersonal. These gifts are very stereotypical of what couples give one another on valentine, and perhaps the reader thinks that if couples are truly in love, their presents should have deeper meanings. This could be implied when the reader says 'Take it. Its platinum loops shrink to a wedding ring'. This might be suggesting that the onion is symbolising loyalty and love for a lifetime, similarly to the typical symbols of a wedding ring.

Year 11 English

Year 11 used description to create a narrative hook or enigma within their creative writing.

The letter lay crumpled on the floor. He had destroyed it out of utter shock.

Not long ago, Mr Davis had reached out to multiple sources, desperate to find out who his real father was. It had been 16 gruelling years and he needed answers. The two weeks he had to wait before hopefully receiving answers were torture, the suspense almost killed him. But finally, the day came. He heard the letterbox open and then the wind slammed it shut again. Filled with terror and excitement; he crept down the stairs. Eventually, he reached the door and, with extreme caution, reached down to grab the letter. He perched sheepishly on the edge of his chair and prepared himself for one of the most important moments of his life. He had no idea how his life was about to change forever.

Task three = writing task - add Enigma and Narrative hook =


I began tucking him into bed and he tells me, 'Daddy check for any monsters under my bed'; I look underneath for his amusement and see him, another him, underneath the bed, staring back at me quivering and whispering. His presence was a nightmare, a twisted dark web of disturbance. And then he ^{said} ~~asked~~ 'Daddy there's someone on my bed!'

Task 3: Writing task

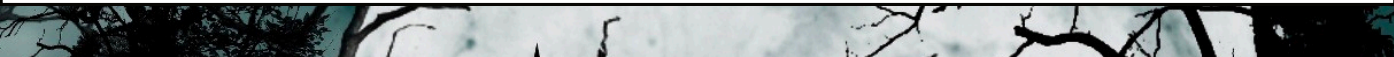
Miss Marshall was a strange old lady. She left her quaint countryside cottage, and skipped out of her door, with the classic beady glare she always had, into the warm, cloudy outside world. Her smile went from one side of her face to the other, and her eyes almost frowned while her grey, tiny eyes pierced one who walked past. Her feet dragged along the gravel pavement as she joyfully 'danced' along. To her left, a busy seaside town with booths selling candyfloss and souvenirs - she scowled at the thought of these tacky tourist gimmicks, and wondered mysteriously to the corner shop next door. A sign holding the latest newspaper was hanging outside, reading 'two, dead, poisoned'. Miss Marshall's smile widened and a proud glow shined off her. 'I wonder', she muttered to herself, and continued with her usual routine, smugly...

Year 8 English


Year 8 were considering gothic writing, using pathetic fallacy and obscurity to create tension in their writing.




The gravestones were hidden by a layer of darkness and covered in what looked like grey snow. All around were mountains surrounding the graveyard like a cage impossible to get out of. Statues took up ghastly forms meanwhile, shadows pretended to be ghosts coming to take you away. The more you looked the more frozen you felt like you would turn to stone. The mountains seemed to be closing in ready to engulf the graveyard and anyone standing in it.




As I walked further into the cave, I noticed the light, dim as it was, slowly lessening. The warmth of the sun diminished and I felt a chill running through me. I placed my hand on the cold wall, using it to guide me, and it quickly sucked all of the heat out of my hand. The darkness was heavy now. I could feel it pushing down my shoulders, but I pressed onwards. Then I finally saw a glimmer of light; finally the legendary jewel I'd come looking all of this way for! Then I heard a noise, but a waterfall obscured my view of what it was. Whatever it was, I heard its footsteps as I leapt through the waterfall... and crashed down at the feet of it on the other side. 133 words.



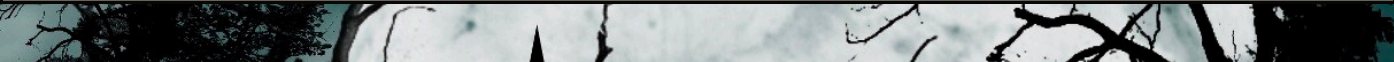
On a desolate, windswept mountainside stood a collection of tombs in the ominous shadow of the towering summit. Covered in a veil of deathly cold, gravestones protruded from the bleak, frozen wasteland. Craggy cliffs stretched to the sky, threatening to bury the graveyard in a hail of rock fall. Skeletal silhouettes of decaying trees give a constant reminder of the harsh conditions. The relentless frost had left a scar in one of the tallest tombstones.



As I gently pushed the chipped red gate, it let out a deafening screech. It almost sounded like a cry for help. I crept forward a couple steps. Slowly, I looked up. Vicious ivy swallowed the entire school. A wall of trees surrounded the school. It felt like they were closing in on my, taunting me after every step I took. A thick layer of fog blanketed the field and I could barely see. I heard a squeak. I turned my head. The swing was moving; no one was there.



I walked into the open gates as the fog split revealing a school. I walked closer and I saw ivy hugging the old play equipment as if it was suffocating. I walked closer towards the abandoned building as the fog began to creep round me confusing my directions. By the time the fog had moved I was somewhere else on the school campus. I looked around and saw a dark and mysterious door. It was open. I didn't go in. Instead I looked around more outside. The daylight was going as the moon rose above my head shining down toward the ivy wrapped school. I saw the door again this time the fog had crept its way into the school as if it was telling me to follow. So I did.



Year 13 English Language

Comprehensive Year 13 essay planning and mapping knowledge of child language development.

A2 Paper 1 Section B Practice:

"Accuracy is more important than creativity."

Referring to the data in detail, and to relevant ideas from language study, evaluate this view of children's language development.

Introduction: Give a quick overview of GAP of children's writing and what stage you think they're in. (Use the Writing KO to help you!)

The Genre of this text is a handwritten letter from Andrew to his father who is away from home. The purpose of the letter essentially is so Andrew can have contact and inform his father what he has been doing since he has been away.

Writing stage: Stage 3: Full alphabetic. Speech stage: Post-telegraphic.

Conclusion: what could your parting shot be? The mic drop moment!

- Has Andrew been happy to attempt to write? Yes!
- The caregiver hasn't been too strict/ strict at all to help Andrew with spelling/ being write.
- Would a school setting criticise Andrew for his attempt with SPaG.

Therefore, a creative approach is much more important for a child over the idea of accuracy

For argument

- Better Understanding
- Rapid Progress

Against argument

1. Experimentation
2. They accomplish writing well
3. No expectations for children
4. It links to their identity
5. Encourages different genres of texts to write

What the data says: make notes (briefly) on your immediate thoughts on the data. Lexis/grammar/orthography/graphology, etc.

- Lexis – mostly monosyllabic lexis with polysyllabic lexis involved infrequently. First person, frequent use of mental verbs "think", "wonder", "miss".
 - Grammar – declarative sentences throughout.
- Orthography – omission spellings, "gramma", phonetic spelling "deckerishens"
- Graphology – Iconic image of boat, identifies what Andrew is talking about. Gives new way to express himself through the letter.

Theory/relevant study – what could be applied to the data?

Need of understanding always comes before production, meaning children must understand the alphabetic system comes meaning before producing writing.

For argument	Against argument
<ul style="list-style-type: none"> - More important as children get older (Yetta Goodman) - Rule based approach - Linear model (traditional approach) 	<ul style="list-style-type: none"> - Creative approach - (1999) Abbott - caged hens - Developmental model (functional approach)

What the data says: make notes (briefly) on your immediate thoughts on the data. Lexis/grammar/orthography/graphology, etc.

chop a bit here and there - boat
 'deckerishens' - full alphabetic
 phonetically spell
 confusion

Quinn - Gramma
 Inception - she'd

Theory/relevant study – what could be applied to the data?

Bruner - NO signs of scaffolding apart from lines
 Kroll (1981) Differentiation e.g. writing in letter but lots of mistakes still
 Britton (1975) - expressive

Substitution

A letter is replaced with another letter within a word.

Child Language Acquisition, Paper 1
Section B

WRITING KNOWLEDGE ORGANISER

Kroll and the four stages of the writing process:

1. **Preparatory** – mastering motor skills, learning basic spelling
2. **Consolidation** – Phonetic writing, short/simple sentences
3. **Differentiation** – different styles of writing, not like speech.
4. **Integration** – Personal writing style, can change style.

ENVIRONMENT and CARE GIVER?

Most writing development occurs in an educational environment. However, caregivers speech, writing and support can have an impact on the child's writing.

CREATIVE VS. RULE-BASED?

The creative approach:

Experimentation without strict correction. Trial and error, eventually child will become a more accomplished writer.

The rule-based approach:

Britton and the early writing stages

Expressive – The first, written in first person, allows children to explore identity.

Poetic – 'literary', encourages the craft of writing and using poetic devices.

Transactional – 'worldly', writer separates themselves from their writing.

Rothery and the early writing genres

Observation/Comment – Simplest, observe something and comment.

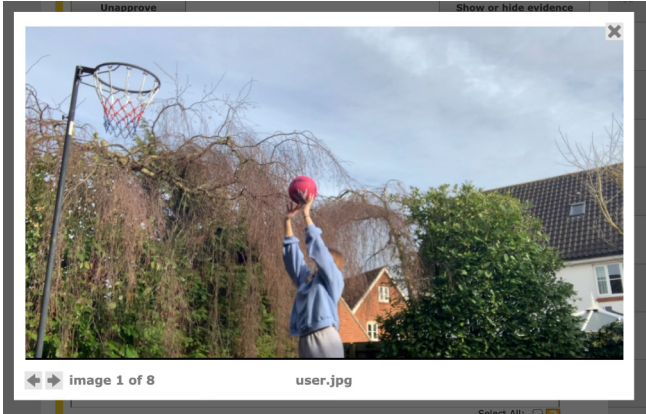
Recount – Subjective, chronological account of event, including a conclusion.

Report – Objective and factual, may not be chronological.

Narrative – More difficult. creating and writing a story.

Duke of Edinburgh

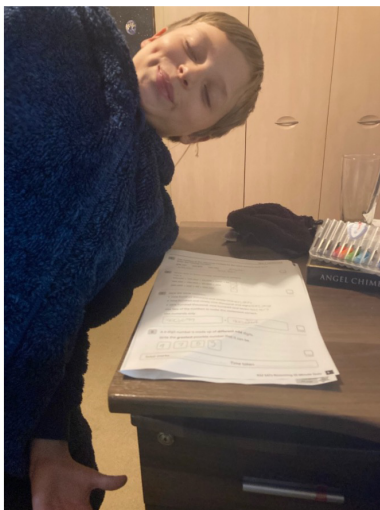
Whilst expedition planning and execution hasn't been so easy, students have been making great progress with their volunteering, practical and skill section of their Duke of Edinburgh Award. We are keeping our fingers crossed that they will be able to go on the much-loved expeditions later this year.



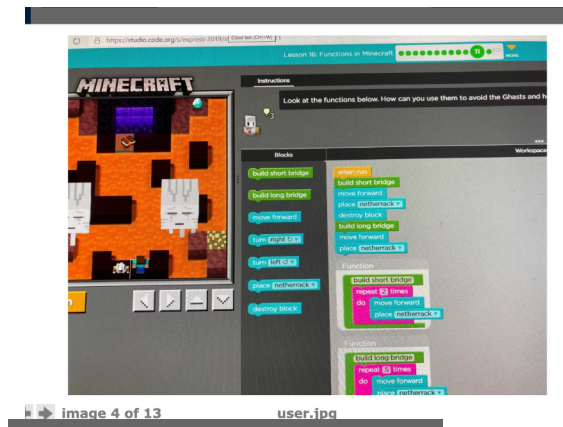
Emily Payne has been keeping up with netball training for Physical whilst in lockdown



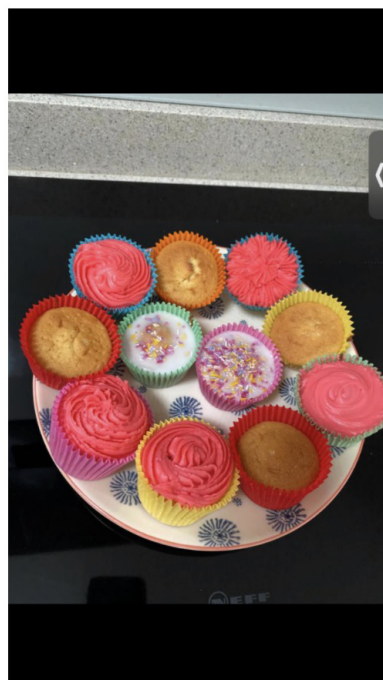
Owen Smith has completed almost 6 months of football training completed for Physical. For his Volunteering he has been caring for his grandma- doing the shopping and making soup.



Michael Noller has been helping his brother with his homework for Volunteering and has completed Couch to 5K for his Physical.



Joshua Makings has been learning coding for the last 3 months as his skill - he is almost complete.



Isobel Haste has been perfecting her baking as her Skill.



James Lobley: Volunteering: Litter picking in Bucklesham

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Duke of Edinburgh



I suspect that those in **Joey Edgerley's** house have been pleased with his Skill practice: cooking.



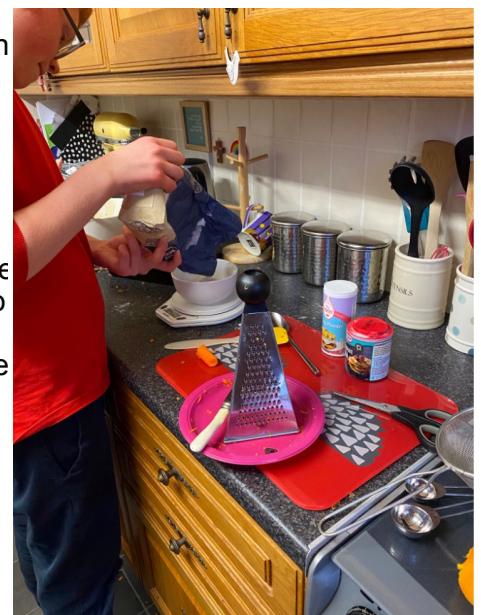
Great commitment from **Faye Chappell**, practising her Physical in the snow.

Well done to **Reggie Steward**, litter-picking around Bealings for his Volunteering.



Chloe Marie Coates has been Volunteering at Deben Farm.

James Fidler has completed 3 months of letter-writing to residents of Leonard Cheshire Residential Home and also learning life skills.



hedgehog clean 7/2/21.jpg

Danica Wright: Completed 3 months physical-walking and 3 months volunteering at Scouts

Yanis Kerampran: 3 months volunteering at Ipswich Community radio and running for physical

Charlie Finbow: Has uploaded 10 book reviews for the skill section

#Camp4aYear

Over the last year, James Fidler and Yanis Kerampran, 9Ti raised nearly £250 pounds (inc. Gift Aid) for War Child after being inspired by an EP lesson in the first lockdown about child soldiers. Our JustGiving is now closed after almost a year of donations...here is their public description of the page:

Welcome to #Camp4aYear!

#Camp4aYear is a challenge set up by two friends who learnt about the effects of war on children during a school topic and felt they needed to make a difference. War can tear apart the lives of many children around the world. Children and war should NEVER mix.

The challenge is simple: whilst respecting social distancing guidelines, camp however you can and donate as much as you feel able to - our goal is to reach 365 nights (and £365) collectively. Of course, "camping" can differ for different people: whether it is indoors, outdoors, with a tent, without a tent, etc.

100% of the money raised will go to our chosen charity "War Child". But how will your money be spent? According to the War Child website (www.warchild.org.uk), £55 could pay for education materials for 100 Yazidi children for one month, while £80 would provide 10 children a chance to attend a Child Friendly zone for the same amount of time. Also, War Child is currently helping families in need across the world during the coronavirus crisis. We would be very grateful for any of your help to raise money and to make these children's lives and situations better.

Please visit www.warchild.org.uk to find out more about the amazing work of War Child, and how your money could help. Challenge yourself however you can. We must stand together to give help to those who really need it."



Their final update on the Just Giving page is as follows:

Hi all!

Apologies for leaving it so late - the months have gone so quickly!

We can now officially confirm that #Camp4aYear is officially over and, amazingly, we have raised a whopping £200.60 and £41.88 of gift aid for War Child.

We are so proud of this - it has been an awesome experience to raise money for such a great cause and, of course, we would like to thank everyone for their kind and generous donations!

The Covid-19 pandemic has gone on longer than we expected, and it remains a struggle for many. We wish you the best for whatever's to come in the near future!

Once again, thank you for your donations, and stay safe!

James and Yanis

For the page, we made multiple graphics and a YouTube video to have a professional image. The graphics can be found here: <https://imgur.com/a/GHjkAGM>

The video can be found here: [#Camp4aYear | Join in now!](#)

We really enjoyed this fundraising campaign as it enabled us to provide help to people in war-torn countries, especially in challenging times like these with COVID-19.