

Dear Parents and Carers

This lockdown feels very different from the previous two! During Lockdown one, in March, we were very much in the mode of keeping students going and giving them something to do at home. Of course students remained in school during Lockdown two!

So why does Lockdown three feel so different? It is because now our remote learning cannot be a poor second to on-site learning – it has to be as good as, if not better. If it isn't then we will already have lost a quarter of the learning planned for 2021!

Therefore, we have started measuring the attendance and engagement in lessons in a much more rigorous way. In Lockdown one we were content if the student registered their presence with the teacher and said hello! We assumed they would engage with the work set. We were proud to say that at our best we reached 85% of all lessons where students 'attended'.

However, now we have had to redefine what we mean by engagement to ensure we continue to drive learning forward, with your support from home. A student is only engaged now if in the last ten minutes of the lesson they submit a photo of their work which the teacher agrees is of a standard which indicates full engagement with the lesson. The student then will receive an **engagement** mark **as well as** the **attendance** mark.

When we began this in the first week in January there was a large difference between attendance and engagement percentages, with students thinking it was acceptable to just register and then be distracted by goodness know what but I suspect there would be some social media and gaming involved!

In the first week of measuring, the whole school non -attendance figure was 28% which means between 1 to 2 lessons were not being attended. The non-engagement figure was 41% showing two lessons out of the five were not fully engaged with by the students.

This difference of 13% between the figures is crucial. 13%, or 95, of our students thought it would be acceptable to say hello but then not do anything further. I am pleased to say that now with phone calls home from their Tutor and Head of Year, incentivising students every lesson with house points, and weekly with rewards, we have found a way of getting these students back into the habit of working because we do not know when we will be back in school!

The figures are improving every week with **21%** non-attendance and **32%** non-engagement calculated today. I believe this is a fabulous achievement by our students and staff and it would not be possible without your support from home. This is a challenging period for all of us as we brave this pandemic but we have to trust that we will come through this as better people, young and old, and more appreciative of the things we take for granted – such as education!

I will write again at the end of February when the Prime Minister has promised us a 'road-map' out of this current Lockdown!

Take care and keep safe!

Liz Furber
Executive Principal

Dear Parents and Carers

'On the night of April 3 the President began to suffer from a violent cough. His condition quickly worsened to the point that his personal doctor thought the president might have been poisoned. He later described the long night spent at the President's bedside as "one of the worst through which I have ever passed. I was able to control the spasms of coughing but his condition looked very serious."

The President in question was actually Woodrow Wilson and the year was 1919, when the last major pandemic - the 'Spanish flu' - swept the world. As with this last year, the virus could strike at anyone, no matter what their status, and anywhere. In those days, there was no body of eminent doctors and scientists able to work on the rapid development of suitable vaccines. Having said that, in 1796, Edward Jenner had tested out the first smallpox vaccine on an 8-year-old boy, James Phipps - the 18th century equivalent of Margaret Keenan. Jenner is often called "the father of immunology", and his work is said to have saved more lives than the work of any other human. He even turned the summer house in his garden into the world's first free vaccination clinic.

As I write this piece, over 6 million people in the UK have received their first dose of the Coronavirus vaccine, with that number due to increase rapidly over the coming weeks and months. I am sure that we all know of someone, perhaps within our own family, who has received the vaccine, which is clearly the way out of this pandemic.

In the meantime at the Academy, we continue to make our very best efforts to keep everyone safe, at the same time as ensuring our remote learning timetable means that students are still engaged in learning. As ever, I am deeply grateful to all the staff who enable this to happen and to you, as parents and carers, for your continuing support.

As this new year progresses - with new vaccines, new treatments, new hope and a new President! - I, for one, look forward to visiting the Academy again when all our students and teachers are back in their classrooms. In the meantime, I hope you will continue to stay safe and believe, as I do, that normal times will return.

Let me finish with another reference to Edward Jenner. He wanted vaccination to be free at the point of delivery, carefully explained by trusted and trained local healthcare workers, and available to everyone, no matter who they were or where they were from. He was not interested in geopolitical divides and knew it would require an international effort to realise his dream of the global eradication of smallpox. We do well to learn from history but, as a historian, I would say that, wouldn't it!

With all good wishes.

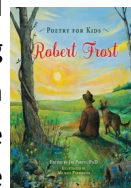
David Fraser
Chair of Governors

~ Half Term ~
15th—19th February

Creative Curriculum Topic 6

Year 7—Be Still and Feel the Presence of the Lord

Topic 6 promotes the virtue of **stillness** by focusing on the importance of making time to be quiet and **still** while reflecting on one's own actions towards others and ourselves. Students will also be exploring their **creativity** across all subjects and trying to come up with new ways to express their learning. In languages, MFL students will be reflecting on how to describe themselves and others using both positive and negative phrases. In English, students will study the beauty and **stillness** of nature through the



poetry of Wordsworth and Robert Frost, both of whom used nature and its **stillness** as inspiration. They will also create their own descriptive and **creative** writing in response to images. In STEM they will be creating their own tessellations after studying the art of symmetry and real life examples of tessellations. Throughout RS students will continue to learn about Judaism, moving on from historical aspects of the religion to learn about

spirituality and how the Sabbath is a day for **stillness** and getting closer to God. They will explore their skills of **creativity** by creating ways of presenting information on paper and write the experiences of a young Jewish person. In history they will be investigating two of the most famous shipwrecks – the Mary Rose and the Titanic to work out what led to them lying **still** at the bottom of the sea while in geography they will study the **stillness**, yet spectacular power, of glaciers.



Year 8—Appreciating Beauty

For Topic 6 in Year 8, students will be '**Appreciating Beauty**' through the virtue of **stillness** and alongside the skill of **creativity**. Languages will be looking at **creative** writing, particularly focusing on the **still** art of artists such as Da Vinci, to write stories about the lives of those who were a focus in the artwork. History lessons also link with languages and maths to look at the history of Da Vinci and how many of his inventions seemed ahead of his time. In geography, students will look at the natural **beauty** of our world



as they study river processes. In RS, students are looking at the design argument/Paley's watch theory and will be developing arguments for religion through the **beauty** of the world. The MFL lessons also have a focus on **creative** writing as students look at leisure activities and their likes and dislikes about different hobbies. STEM looks at the **beauty** of science and maths in the world. Maths lessons use averages and range to link with the Languages lessons and look at Da Vinci's Golden Ratio/Golden Mean to demonstrate how maths **creates** art. In science, students will look at the **creativity** in reproduction, as well as the **creativity** of how scientific principles such as food chains can be represented in picture form. The Arts lessons will pull together everything students have learned about **beauty** as they **create** their own pieces of work.



Creative Curriculum Topic 6

Year 9—Reflections

Year 9 students will be studying Topic 6 'reflections on the world around us' as their next topic. They will be focusing on the virtue of **stillness** and the skill of **staying positive**. In English, students will be looking at description as part of a creative writing topic. Students will be looking within themselves for their science lessons, looking at human cells, the nervous system and the brain. Students will be looking at percentages and fractions during their maths lessons. In Arts subjects, students will be making self-portraits, making spring rolls and looking at Parkour in dance. In Social Sciences, students will be looking at impossible places in geography, the suffragettes in history and the sanctity of life in RS.

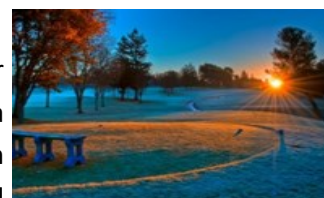


Showbie codes can be found
on the Noticeboard section
of Edulink

Year 10 - The Sound of Silence

The title for Year 10 Topic 6 is 'The Sound of Silence' and students will be reflecting on the virtue of **stillness** and its importance in our daily lives. The skill of **creativity** also runs thorough this topic.

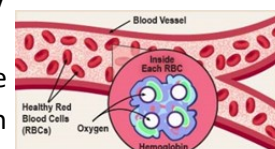
Languages lessons focus on landscapes and in English students will be building on their knowledge of creative writing and exploring how we can use our senses to develop a clear picture of setting and create mood and atmosphere. In their French and Spanish lessons, students will be learning key vocabulary to describe rural areas of France and Spain and the key differences between these peaceful landscapes and busy cities.



In Social Sciences, students will look at the theme of World War 1 and how the soldiers entertained themselves in the stillness of the trenches. Linked to Languages, students who study geography will learn about the peaceful yet ever changing nature of river landscapes and how they are affected by various weather conditions. In RS students will study the spiritual awareness and **stillness** of Buddhism, learning about its history and benefits.

Maths is linked to Languages and geography whereby students will be extending their knowledge of perimeter, volume, ratio and proportion by looking at rivers. In science students will learn about red blood cells moving silently inside the human body.

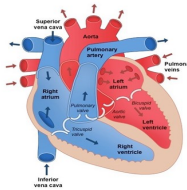
Arts lessons will focus on non-verbal communication. In dance, for example, students will study the piece 'Within her Eyes' and discuss how movement can communicate a conversation.



Creative Curriculum Topic 6

Year 11—Awe and Wonder

To promote the virtue of **stillness** this 'Awe and Wonder' topic is designed to celebrate all things beautiful, in terms of design, appearance and organisation, whether natural or manmade. The awareness of the beauty around us will encourage students to be **still** and observant. It commences with work in **Languages** thinking about how love is celebrated in other countries and moves through to analysing texts about emotion and love and what happens when it all goes wrong and how we deal with the emotions involved. The skill of **listening** (Levels 10-12) is taken to the level of **analysing bias when listening**, through a speaker's language, omissions or ambiguity.



To make it valuable revision in **STEM** lessons students will go over refraction in physics and the structure of the heart in biology. In maths they will learn to love simultaneous equations and see the wonder in methods to solve them. In **Languages**, we will revisit the unconventional relationships in Macbeth and poetry that relates to the love of inanimate objects. MFL will revise descriptions of people and emotions.

Students study either geography or history so in **geography** this topic will link to The Beauty of the Natural World tying in with **coastal landscapes** and geographical phenomena. **History** will look at the history of medicine and how the wonder of advancements in medical treatment resulted in a greater number of lives being saved. This also links to the STEM content about systems in the body. The creative element is to explore the beauty and **wonder** of the Fibonacci sequence and the rule of thirds in **Art** lessons.



Please remember to keep your booklets safe
until you need them.

You will need to bring completed booklets back
to school when we return so that you can
put them in your folder.

Flight Plans

Assessment information is shared with parents/carers in the form of Flight Plans which show a student's Working at Grades for each assessment point and build into a picture of how they have progressed throughout the year. Flight Plans for all students are now available on Edulink in the Documents section.

IT Support

The IT Support team have been working hard to provide your child the same level of support as they would receive at school. Nearly 50 households have benefitted from new charging equipment and iPad repairs since the start of lockdown, including home collection and next day return where possible. Whether you need a reminder of login details or require repairs, please email us at helpdesk@asadunstable.org and we will get back to you as soon as we can.



**You can contact the Academy on our dedicated parent email address:
parentcontact@asadunstable.org**

EduLink

We are increasing our use of EduLink as a means of communication with parents/carers and are aware that there are still a number of families who have not logged into their accounts.

EduLink gives you access to information such as your child's attendance, House and behaviour points and assessment data in the form of Flight Plans and Annual Reports, all via an app or webpage. The Noticeboard section contains copies of newsletters and recent letters, as well as the Showbie codes that students need to access lessons. You can also notify the Academy of changes to your contact details without the need of a phone call or email.

We are asking that all parents/carers sign up to this useful tool and we will be sending login details to those who have not yet logged in to the registered email address. If you have not received this email by the end of half term, please let us know.

UNICEF's Rights Respecting Schools Award

As a school we are beginning our work towards UNICEF's Rights Respecting Schools Award. The award is largely focused on students' 'Rights' and implementing these within our daily lives at the Academy. These rights are based on the principles of equality, dignity, respect, non-discrimination and participation – all of which the staff and students are very passionate about, and this award will help us to implement these into our assemblies, learning and more!

There are multiple stages and we are starting at Bronze and working our way up. We are currently in the process of forming a steering group which will primarily be in charge of leading the work of achieving the award and will consist of students, a few staff and some governors as well. As part of the Bronze stage, students will be learning about their rights and eventually this will lead to putting their rights into practice. We are hoping the award will help improve relationships and wellbeing of students and help them reach their full potential within our Academy.

We hope that you will support our journey towards becoming a Rights Respecting School. If you are a parent/carer and would like to get involved or learn more, please contact Mr Jaffer at the Academy.

To read more about the award, follow the link provided below.

[The Rights Respecting Schools Award | Unicef UK](#)



Academic Calendar 2020/2021

School Holiday



Bank Holiday



Pupil Day



Training Day



September 2020							October 2020							November 2020							December 2020						
Mon		7	14	21	28		Mon		5	12	19	26		Mon		2	9	16	23	30		Mon		7	14	21	28
Tue	1	8	15	22	29		Tue		6	13	20	27		Tue		3	10	17	24		Tue	1	8	15	22	29	
Wed	2	9	16	23	30		Wed		7	14	21	28		Wed		4	11	18	25		Wed	2	9	16	23	30	
Thu	3	10	17	24			Thu	1	8	15	22	29		Thu		5	12	19	26		Thu	3	10	17	24	31	
Fri	4	11	18	25			Fri	2	9	16	23	30		Fri		6	13	20	27		Fri	4	11	18	25		
Sat	5	12	19	26			Sat	3	10	17	24	31		Sat		7	14	21	28		Sat	5	12	19	26		
Sun	6	13	20	27			Sun	4	11	18	25			Sun	1	8	15	22	29		Sun	6	13	20	27		

January 2021							February 2021							March 2021							April 2021						
Mon		4	11	18	25		Mon	1	8	15	22			Mon	1	8	15	22	29		Mon		5	12	19	26	
Tue		5	12	19	26		Tue	2	9	16	23			Tue	2	9	16	23	30		Tue		6	13	20	27	
Wed		6	13	20	27		Wed	3	10	17	24			Wed	3	10	17	24	31		Wed		7	14	21	28	
Thu		7	14	21	28		Thu	4	11	18	25			Thu	4	11	18	25			Thu	1	8	15	22	29	
Fri	1	8	15	22	29		Fri	5	12	19	26			Fri	5	12	19	26			Fri	2	9	16	23	30	
Sat	2	9	16	23	30		Sat	6	13	20	27			Sat	6	13	20	27			Sat	3	10	17	24		
Sun	3	10	17	24	31		Sun	7	14	21	28			Sun	7	14	21	28			Sun	4	11	18	25		

May 2021							June 2021							July 2021							August 2021						
Mon		3	10	17	24	31	Mon		7	14	21	28		Mon		5	12	19	26		Mon		2	9	16	23	30
Tue		4	11	18	25		Tue	1	8	15	22	29		Tue		6	13	20	27		Tue		3	10	17	24	31
Wed		5	12	19	26		Wed	2	9	16	23	30		Wed		7	14	21	28		Wed		4	11	18	25	
Thu		6	13	20	27		Thu	3	10	17	24			Thu	1	8	15	22	29		Thu		5	12	19	26	
Fri		7	14	21	28		Fri	4	11	18	25			Fri	2	9	16	23	30		Fri		6	13	20	27	
Sat	1	8	15	22	29		Sat	5	12	19	26			Sat	3	10	17	24	31		Sat		7	14	21	28	
Sun	2	9	16	23	30		Sun	6	13	20	27			Sun	4	11	18	25			Sun	1	8	15	22	29	

Academic Calendar - 2021/2022

School Holiday



Bank Holiday



Pupil Day



Training Day



September 2021							October 2021							November 2021							December 2021						
Mon		6	13	20	27		Mon		4	11	18	25		Mon		1	8	15	22	29		Mon		6	13	20	27
Tue		7	14	21	28		Tue		5	12	19	26		Tue		2	9	16	23	30		Tue		7	14	21	28
Wed	1	8	15	22	29		Wed		6	13	20	27		Wed		3	10	17	24		Wed		1	8	15	22	29
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Sun	5	12	19	26			Sun	3	10	17	24	31		Sun		7	14	21	28		Sun		5	12	19	26	

January 2022							February 2022							March 2022							April 2022						
Mon		3	10	17	24	31	Mon		7	14	21	28		Mon		7	14	21	28		Mon		4	11	18	25	
Tue		4	11	18	25		Tue	1	8	15	22			Tue	1	8	15	22	29		Tue		5	12	19	26	
Wed		5	12	19	26		Wed	2	9	16	23			Wed	2	9	16	23	30		Wed		6	13	20	27	
Thu		6	13	20	27		Thu	3	10	17	24			Thu	3	10	17	24	31		Thu		7	14	21	28	
Fri		7	14	21	28		Fri	4	11	18	25			Fri	4	11	18	25			Fri		1	8	15	22	29
Sat	1	8	15	22	29		Sat	5	12	19	26			Sat	5	12	19	26			Sat		2	9	16	23	30
Sun	2	9	16	23	30		Sun	6	13	20	27			Sun	6	13	20	27			Sun		3	10	17	24	

May 2022							June 2022							July 2022							August 2022						
Mon		2	9	16	23	30	Mon		6	13	20	27		Mon		4	11	18	25		Mon		1	8	15	22	29
Tue		3	10	17	24	31	Tue		7	14	21	28		Tue		5	12	19	26		Tue		2	9	16	23	30
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Thu		5	12	19	26		Thu	2	9	16	23	30		Thu		7	14	21	28		Thu		4	11	18	25	
Fri		6	13	20	27		Fri	3	10	17	24			Fri	1	8	15	22	29		Fri		5	12	19	26	
Sat	7	14	21	28			Sat	4	11	18	25			Sat	2	9	16	23	30		Sat		6	13	20	27	
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