

Dear Parents and Carers

Just a brief note from me today as we come to the end of this six-week half-term. What a strange time it has been!

I want to sing the praises of all of you that have supported our students and staff by keeping your children at home with you and helping to sustain the remote learning system. It has not been easy for any of us and we hope that the end is in sight. As you have so willingly supported us doing this, it means more of our own staff have been able to work from home. Even though they would all be classed as key workers too, I have encouraged them to keep their own children with them, therefore collectively keeping down the pressure on the education system. If it has shown me one thing, it is that as a community we have all pulled together and now, hopefully, with the cold winter months coming to an end, we can look forward to a better and brighter year ahead.

As we continue to develop our on-line learning, I am pleased to end this half term reporting attendance to lessons has improved to 83% (non-attendance =17%). This means the students attend at least 4/5 of their lessons every day.

The engagement in lessons has also improved to 70% (non-engagement = 30%) meaning that in nearly 4 out of 5 lessons the students have submitted work that has met their teachers' expectations. Remember many schools do not run a normal timetable, measure attendance to every lesson and then record the quality of work submitted! Well done students, parents/carers and staff in this joint effort!

So how do we keep driving things forward even when not at school? This week all teachers were given iPad pens so they can write feedback during the lessons on one AfL task or one Independent task a week. Please ask your child to share some of this feedback with you. Also, on Wednesday, we held our first remote parents/carers' evening for Year 11. Staff and parents/carers have given some very positive feedback on this. Perhaps this is something we will keep doing when we do return – imagine no more queuing for appointments!

As we await the government's 'roadmap' out of this, due the week after half-term, take care everyone-sunnier times are hopefully ahead!

Best wishes

Liz Furber
Executive Principal

Dear Parents and Carers

Some years ago I spent a week in Bedford Prison (not I hasten to add at Her Majesty's pleasure), observing its education system. A case of studying whilst being locked up as opposed to being locked down! I met with several men, some of whom had been accused/convicted of the most heinous crimes, but was still heartened by the fact that a few wanted to improve their education for a better life after prison. For others, of course, it was simply a means of not being locked in their cells all day. The most famous prisoner at Bedford Gaol, as it was then, was John Bunyan. He was imprisoned during the 1660s for continuing with his non-conformist preaching and not attending his parish church. In this day and age, people continue to be detained around the world for expressing religious and political views which are contrary to what the state demands; Alexei Navalny and Aung San Suu Kyi I suppose are most recent examples. One of Bunyan's sayings, which does not come from Pilgrim's Progress, was:

'You have not lived today until you have done something for someone who can never repay you.'

In more modern times, people like Terry Waite and Nelson Mandela were held in captivity for long periods of time for reasons that went against natural justice. Each spoke words which can encourage us during this difficult time. Terry Waite says this about the current situation:

'If we let it, eventually this seeming tragedy can and will be turned around. Let us keep hope alive and let this situation bring about the very best in all of us.'

And Nelson Mandela continues the theme with his inspiring words:

'What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.'

During this pandemic, we have all seen - perhaps even experienced first hand - the extreme acts of kindness and selflessness demonstrated by individuals and groups towards complete strangers. Our students are taught, throughout their life at the Academy, the important values that will enable them to be the future citizens who can make a difference to the lives of many other people. In the meantime, we look forward to soon being a whole community again: Living Well Together with Dignity, Faith and Hope.

Best wishes

David Fraser
Chair of Governors

Remote Learning and Engagement

During lockdown the Quality of Education team have been supporting the school priority of ensuring as many of our students as possible are attending lessons and engaging in their learning. Staff register the students on arrival to lessons and also log their levels of engagement at the end of the lesson when they have seen the quantity and quality of the work produced. We have recently issued all teaching staff with an iPad pencil which allows them to annotate and mark students work immediately after submission and as a result provide prompt feedback. This is particularly useful in the early stages of the lesson, for retrieval and assessment for learning tasks, as staff are then able to support those students who may require additional input before they then feel confident to move onto their independent learning task.

We have also been quality assuring the lessons delivered by our staff by doing 'remote learning walks'. These take place on Showbie and include checking that the six steps of our ASAD lessons are being followed. We have also introduced some live aspects to our lessons which has resulted in increased engagement. The student support team are also providing 1:1 zoom interventions for some students.

Creative Curriculum Topic 7

Year 7—'Look How Far We've Come'



For Topic 7, Year 7 are looking at the virtue of **Gratitude** combined with the skill of **Teamwork** with a focus on looking at past events and how, now that things have progressed, we should be **grateful** for the past and the things we have learned. In Arts, students are focussing on architecture and historical foods with both aspects looking at how something that initially started as a part of our survival has now become enjoyable and that we should show **gratitude** for this development from the past. In Social Science, the history lessons will focus on events such as the suffragette movement and the **gratitude** we have for the women who fought for the right to vote. Geography will look at the physical shaping of the world and the **gratitude** we need to show towards Earth as a planet. In STEM, Year 7 will be focussing on data and how data can be used to ensure we



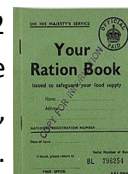
understand and are **grateful** for the world around us. Science focusses on developments in electricity and energy to show students the **gratitude** we should have for something we often take for granted now. In Languages, the English lessons will have a focus on the idea of family linking with **teamwork**, but also linking this to the past events and themes through texts such as Anne Frank. MFL links through with the arts lessons with a focus on architecture, our home and how these may have changed over time.

Creative Curriculum Topic 7

Year 8—‘Goodbye to the Yellow Brick Road’



The Yellow Brick Road represents many things to many people around the world. In the Wizard of Oz, it represents the road to the Emerald City. In Buddhism and Kabbalah it symbolises The Golden Path. To others it may include overcoming hardship towards an end goal. The virtue of **Gratitude** will be studied along with the skill of **Teamwork**. In **English**, a range of media related to the Yellow Brick Road will be explored. The job role of Cinematographer will be studied through the creation of storyboards with sets, props and camera angles. **Music** and **drama** lessons will explore the narratives and music of the Wizard of Oz. **MFL** lessons will explore the journey to the Emerald City. **Science** lessons will be used to look at how we see colour. **Art** lessons will be used exploring the use of colour in cinema, including how the original Wizard of Oz film was changed into colour. In **maths**, fractions will be explored in the context of World War 2 rationing. The theme of rationing will also be explored in **food** lessons. **Social Science** lessons will be spent exploring living in conflict. In **geography**, the Israel-Palestinian conflict will be explored. In **history**, students will explore the Suffragette movement and what these women fought for and overcame. **Religious studies** lessons will explore the Humanist viewpoint of no ‘yellow brick road’ into an afterlife.



Year 9—‘Under the Microscope’

This topic falls in Science week which prompts **gratitude** towards the impact of science on the modern world. Students will also develop their skills in **presenting**. They will gain confidence in building social skills within academic context. Also, students will develop their understanding of **presenting** by logically thinking about how language and gesture can engage an audience. In Languages students will explore the development of language and the construction of the written word to **present** an argument. They will look at how Twitter (and other social media) contain click bait titles and little substance but it is the fastest growing form of news consumption – they will ask ‘Is this right?’ and ‘can we develop a culture of tolerance with only a little information?’ In MFL students will continue to explore the development of language and the common links between English and French or Spanish through the origin of languages and the commonality of European languages. In the Arts students will work together to develop their understanding of the topics **presented**. In art they will develop their technical scientific drawing skills and then recreate this scientific drawing of my microscopic selection to mimic an established artist style. In music they will identify their own range for singing and work as part of a group to learn a harmony. They will develop their understanding of the contribution a particular range has to an established harmony and how working together can improve a final product. STEM and Social Sciences will explore the ways in which we look at things on a smaller scale to understand a larger idea. In geography, for example, students will learn about rainforests and how their destruction can have devastating effects on us all. As part of the development of oracy, they will, at the start of Science Week, select a topic about which they will need to deliver a two minute **presentation** and students will have to demonstrate how their understanding has improved.



Creative Curriculum Topic 7

Year 10 - 'The World Outside'

Our virtue for this topic is "**gratitude**". The things we **took for granted** this time last year; hugging our friends, having the freedom to visit people and going to parties, should now serve as reminders to be thankful for what we have and show **gratitude** and appreciation. It is also important that we show gratitude for people who have helped us during this pandemic. Our skill is **teamwork**, which may seem more difficult with lockdown, but the **teamwork** required in every family at this time to share limited space and resources in the home is vital. Now is a fantastic opportunity for students to study the world around us remotely. Both science and maths will be focussing on "**the outside world**" by looking at the practical applications for sampling methods and solubility rules. **Gratitude** features heavily in the Social Sciences lessons too: investigating flood management in geography and considering the social, economic and environmental effects of the Somerset Floods of 2014. The gratitude expressed for the people surviving the ordeal helps us all realise at times, how we should not **take things for granted**. In history, the **teamwork** demonstrated by William the Conqueror to revolutionise British warfare will be studied as part of "**the outside world**" connection. The Arts and Languages will also focus on **teamwork** and demonstrate how this skill is more vital now than ever before. In English students will read about the adventures of two incredible women and how **grateful** they were to complete their journeys unscathed.



Year 11—'Luckier than we realise'

To promote the virtue of **gratitude**, students will be encouraged to value their education by learning about the struggles that others have faced in order to attend school. Initially the topic focuses on Malala Yousafzai, who was shot in the head for attending school, and now is an advocate for education for all. It then changes direction slightly and focuses on a group of



Vietnamese students who had to cross a dangerous flooded river in plastic bags before walking for five hours to attend school. In **STEM** lessons students will look at the **brain** as part of an appreciation of what Malala went through after being subjected to a gunshot wound to the head. In **Maths** the areas of **standard form and percentages** will be revised and linked to real world poverty statistics, emphasising the fact that we are very lucky compared to many others in the world. The skill of **creativity** is promoted but looking at creative ways some children found to cross a river in order that they could attend school. Students will learn to be more creative by working collaboratively. In **Languages** we will use the Q5 assessment criteria in English to mark a piece of writing themed around **gratitude**, then we will create and peer mark our own **creative** pieces. In **MFL** we will revise and practice vocabulary for the 'Identity and Culture' topic revising things we are **grateful** for (friends, family, access to technology) and the reasons why. Throughout **Social Sciences** lessons we will be thinking about the hardships that people have faced, climates and countries and reflect on why we will be **grateful** to learn about basic first aid. We will create **mind maps in Art**, and learn what makes effective revision card and how to make a revision video.



Rewards for Good Attendance and Good Engagement

At the Academy we are very proud of our on-line provision and the variety of learning that it has provided to our students. We also realise that this is an extremely difficult time for our students and we want to recognise the hard work and effort that they are putting into their studies when at home. Therefore we have put a rewards system in place so that the hard work that students put into their work is recognised. For every lesson that students attend they receive a point, they then receive a point for engaging in the lesson by submitting work and can get a bonus point for taking part in the daily challenge set by their Head of Year in the morning. On Friday afternoon, all of the points are put into a prize draw with the chance of winning a voucher or some sweets. We are really pleased with the improvements that we have seen in student attendance and engagement, last week the figures improved to 17% for non-attendance and 30% for non-engagement, which is an improvement from 21% and 32% which was reported in the previous newsletter.

Simon Miller

Deputy Principal – Behaviour and Attitudes

Communication with Home

We are changing the system that we use to send texts and emails to parents/carers and would like to advise you that texts will now be sent from 07860 098785. We recommend that you save this number to your phone so that you can easily see any messages from All Saints.

Anti-Bullying Steering Group

At All Saints Academy we are committed to an environment where bullying is not tolerated and that if it does occur, then it is dealt with quickly and effectively. To help to develop this area, we are putting together an Anti-Bullying Steering Group that will comprise of a Governor, a member of the Senior Leadership Team, students and parents. This group will meet approximately once every term to look at current practices within the school and how we can drive forward developments in this area. If you would like to be a part of this group or have any questions, please could you make contact with Simon Miller – Deputy Principal for Behaviour and Attitudes by emailing smiller2@asadunstable.org including a brief paragraph explaining why you would be interested in this opportunity.

Charity Event

This was our first charity event and with it being online **Kahoot!** because of Covid-19, we thought it would be a real challenge to host a Kahoot event for a year group with low numbers of engagement. But we were eager to help out a charitable organisation by raising money, remotely, and bringing a sense of togetherness within this year group through a friendly competition. The turnout was awesome! Through effective promoting, it was a great night of enjoyment, with each Year 7 learning and bringing out positivity in a time where we may feel alone. My goal was to lighten everyone's spirits and we feel we accomplished that. We raised £25 for ZSL Zoo and hope to donate more during the rest of the year.

Zack Islam

Student Voice

ZSL | **LET'S WORK
FOR WILDLIFE**

Message from our Chaplain

This half-term has seen the season of Epiphany in the Christian Church. An epiphany moment can be described as something suddenly making sense, like having a penny drop moment when you might declare, "Oh, I never realised that before", or "Now I understand".

With all the uncertainty of so much around us and many of the things of regular routine suddenly ripped away from our grasp – again – it can be easy to become demoralised and wonder, "what is the point...". But the season of Epiphany can remind us to actually look a little deeper beyond the immediacy of our initial concerns and think about what we might learn during such challenging times.

Following the February half-term holiday we will be in the season of Lent which is another time to take stock of who we are as individual people, our family units and the wider communities. It is a season often associated with self-denial and penitence and a reminder that God has led his people through such times in the past; when the Israelites were enslaved in Egypt, when Moses led them from that captivity into the wilderness for forty years, and when these Israelites were in exile in Babylon. God remained faithful to his people throughout those times and, whatever our particular concern at this time might be, the penny dropping moment for us might be that, as he was faithful to his people before, he remains faithful to us still today.

I wonder if you are looking out for a penny dropping moment or what your penny dropping moment might be?

Take care, stay safe, and God bless.

Tim Davis
Chaplin

Creative Curriculum Booklets

Please remember to keep Creative Curriculum booklets safe until they can be brought back to school when students return.

Free School Meals

If your child is entitled to free school meals, Central Bedfordshire Council will be providing vouchers for the half term holiday. The Academy will resume issuing vouchers from Monday 22nd February. If you do not receive the vouchers for half term, please contact Central Bedfordshire Council direct on 0300 300 8306.

~ Half Term ~ 15th—19th February

Progress Reports

In addition to Flight Plans, we will be producing a Progress Report for students after each Assessment Point. These new reports will show Target Grades, Working at Grades along with a brief comment for Attitude to Learning, Homework and Progress for each subject. These reports are available for Assessment Point 1 for students in Years 7 to 10 on Edulink.

Edulink Logins

We will be emailing Edulink logins to parents/carers who have not yet logged in. Please use the link in the email to access your account. As we are increasing our use of Edulink, we are encouraging all parents/carers to log in so that they do not miss out on important information. Logins will only be sent to the first parent/carer contact we hold, but if you would like additional parent/carer logins, please let us know.