

Dear Parents and Carers

It has been a busy return to the Academy and I want to thank you all for supporting us with our expectations of high standards of uniform and behaviour. By the end of the first week the vast majority of students were following our uniform policy and presenting themselves immaculately. As the nail bars and hairdressers open up again can I just ask you to keep an eye on nail and hair colour, both of which should be neutral? Also please work with us to remind your child that we only allow one pair of earrings and no facial piercings. We do have a supply of retainers in school now, so if your child does get a piercing they will be asked to remove it and be given a clear retainer.

The students are also following our expectations in lessons: to make this clearer we have introduced a system we are calling the 6Ps, which is focused on rewarding the majority of students who do what is requested of them in every lesson, every day. The 6Ps are: **P**rompt start, **P**erseverance, **P**ay attention, **P**articipate, **P**rogress and **P**erfection. More about each of these and the associated rewards from the Deputy Principal for Behaviour and Attitudes, Mr Miller, in his section. By following the 6Ps we hope we can get students back into the habit of learning; they have had a hugely interrupted twelve months!

We have launched our reading scheme and all students should have a library reading book, be filling in a reading log and attempting a 20 minute reading session every night before bed time. The accelerated reader scheme will then ask them questions on the book when completed and recommend whether they should change the level of difficulty of a book. In this way we make sure all students are reading a book appropriate for their age. If your child is well below their chronological reading age they will have 3 sessions a week where they will work one to one with a member of staff. I am proud to say all of our staff have been trained to deliver the reading catch - up programme to ensure that students who have slipped backwards due to the lockdowns can catch up as quickly as possible.

As always if you wish to speak with, or contact, me please feel free to do so, positive or negative, and we will work together to sort out any issues.

Best wishes

Liz Furber
Executive Principal

Dear Parents and Carers

First of all, welcome back to a new term, one during which we hope to provide uninterrupted face-to-face learning. Thank you for all the support you gave during the periods of lockdown and for the way in which you have supported the Academy in re-establishing important routines at the start of this term.

I cannot help but comment on the recent death of HRH Prince Philip, Duke of Edinburgh. Whatever one's view of royalty, it is difficult not to be impressed by his significant achievements during nearly 100 years. Sadly, many of those achievements have only become known after his death rather than being highlighted and celebrated during his life. He made a particular point of not wanting a eulogy at his funeral because he believed there was little point in saying lots of nice things about someone when they're not around to hear them!

The Duke could not help being born into a royal household, just as none of us have any say in the circumstances into which we enter this world. However, we can work hard to make sure we make the most of the hand we have been dealt and Prince Philip certainly used his position to promote, amongst many other things, environmental, engineering and youth projects. The Duke of Edinburgh's Award Scheme has benefitted millions of young people across the globe over the past 65 years and will continue to do so.

Alongside making the most of the talents we have been given, the past 12 months have taught us just how fragile life is. We know of several families who have lost someone to Covid and other conditions that couldn't be treated because of the pandemic. A good friend of mine emailed me a few weeks ago to tell me he had been diagnosed with terminal cancer and probably hadn't got many months to live. I immediately wrote to him with my own eulogy because he needed to know, while he is still alive, the impact he has had on my life.

Paul's Letter to the Ephesians contains a verse that includes the words 'do not let the sun go down on your anger'. In plainer speak, we should try to avoid our last words to anyone being ones we might regret, especially if we never see them again. Instead, it is much more rewarding to tell people how much we love and value them while we have opportunity to do so.

Best wishes

David Fraser
Chair of Governors

Creative Curriculum Topic 9


Year 7— Topic 9 Making Sensible Choices

Making sensible choices is a key theme running throughout this topic, linking to the virtue of **good sense**. In Arts, teamwork and decision-making will form an integral part of the structure.

In Dance, students will make final decisions about the choreography for their finished piece and in Drama students will be working together to come up with effective storylines to act out.



Javelin and shotput is on the agenda for sport, as well as decision making during team games by deciding when to pass and when to shoot. Making sensible decisions about diet will form the basis for food studies, looking at healthy ingredients; including making sugar free muffins.

 Social Sciences will focus on decisions throughout the history of science. In history, the scientific views of the Egyptians will initially be examined, comparing them to the views and decisions made

during the Renaissance. Geography will look at the sensible choices required for the development of settlement and the growth of urban development. By looking at towns and cities in more detail, sensible choices about sustainability will be developed. STEM lessons will ensure teamwork and sensible decisions can be made with group experiments about



making healthy choices; by investigating how to maintain healthy lifestyles throughout important times, such as pregnancy.



In maths the use of estimation to make sensible choices when identifying and measuring angles will be important. In English, the techniques required for effective persuasive writing will continue, utilising the vocabulary and techniques to ensure the audience can reach

sensible decisions. MFL will focus on transportation within towns and cities, allowing students to retrieve vocabulary from previous topics and make good decisions about how to structure sentences.

A close-up photograph of a young man with dark hair and a light beard, looking directly at the camera with a weary expression. His right hand is pressed against his temple. On top of his head is a large, tangled mass of multi-colored rubber bands (yellow, green, blue, red, orange). Several rubber bands hang down from the mass, some crossing his face and hand. The background is blurred, showing what appears to be a car's interior.

NHS

Worried
about
exams this
year?

Text:
07507 331450
Monday – Friday
9am – 4.30pm

 Bexfordshire
Community
Health Services

 ChatHealth

Are you a parent/carer of a child identified with SEND?

The Council's Children Services team has a suite of resources called the **Local Offer** to support parents/carers of children identified with SEND.

A Local Offer gives children and young people with SEND and their families a wide range of information about the support services that are available in their local area. The information covers education, health and social care support and services for people aged between 0 and 25 years and more details can be found at [The Central Bedfordshire Local Offer](#).

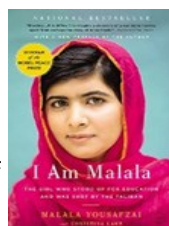
If you have any feedback on the Local Offer, please email local.offer@centralbedfordshire.gov.uk

Creative Curriculum Topic 9

Year 8— Topic 9 Would You Make Good Choices?

This topic is based around the idea of using the virtue of **good sense** to make the right and sensible choices about health and well-being. Students will use role-play to develop their skill of **teamwork** and work towards being able to resolve disagreements with others to achieve a common goal. In science, students will be looking at the respiratory

system and recognising the health issues associated with smoking and vaping. Students will investigate how the respiratory system connects with other systems to create a healthy body so it makes **good sense** to keep all individual bodily systems healthy in order for the entire body to stay healthy. Meanwhile, in maths, students will focus on linear and quadratic graphs using data to investigate obesity rates in different age groups. Students will work together in **teams** to then interpret the data to make **good sensible** conclusions. In Social Sciences, RS will look at different moral dilemmas and using **good sense** to choose the outcome before reflecting on the potential religious repercussions of these decisions. In geography, students will be looking at flooding and identifying the causes of flooding, whilst history will focus on the English Civil War and whether leaders used **good sense** when making the choice to lead the country to war. English lessons will focus on women's rights, with a particular focus on extracts from 'I am Malala'. This will lead to discussions on freedom of speech, standing up for beliefs and economic freedom then using **teamwork** to discuss and role-play scenarios about other ways in which these conflicts could have been resolved. In art, students will study the notion of Eco Art through the work of Hundertwasser and his environmental poster. Music lessons will look at the different types of instrument and employ **good sense** to make a choice about which instruments work together to harmonise sounds. Students will then use **teamwork** to debate which sounds best complement one another. Dance also has an emphasis on **teamwork** as students learn to co-operate with each other in order to create a piece of hip-hop style dance.



New normal?
What is normal?
Text: 07507 331450
Monday – Friday
9am – 4.30pm
ChatHealth

NHS

Bedfordshire Community Health Services

Need motivation?
Want to Chat?
Text: 07507 331450
Monday – Friday
9am – 4.30pm
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Bedfordshire Community Health Services

Anxious about the future?
Text: 07507 331450
Monday – Friday
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Bedfordshire Community Health Services

Creative Curriculum Topic 9

Year 9— Topic 9 Broadening Horizons

Year 9 will be starting their Broadening Horizons unit on 26th April. Students will be looking beyond their own experiences and the National Curriculum to ensure they have a broad understanding of the world around them. Students will focus on the virtue of **Good Sense** and the skill of **Creativity**. In **English**, students will be looking at equality, exploring gender inequality in Pakistan. In **MFL**, students will explore international films, including the characters from these. In **geography**, students will explore Geopolitics and Human Geography. **History** lessons will explore hidden figures of history and slavery. **RS** lessons will explore abortion. **Science** lessons will be spent looking at Genetic Engineering, with **maths** lessons looking at Linear Graphs.



Arts lessons have an international theme, with African Art being explored in **art** lessons and Caribbean chicken being cooked in **food** lessons. **PE** will begin their summer sports sessions with athletics and rounders.

Year 10 - Topic 9 A Sense of Ourselves and Others

Year 10, Topic 9 is named 'A Sense of Ourselves and Others' and during the three weeks, students will be thinking about being **self-aware** as well as **socially aware** through looking at the virtue of **good sense**. The skill they will be developing is **presenting** and there are many opportunities provided in each lesson to discuss and debate their ideas and opinions. In English students will be looking at English Language Paper 2,



focusing on how writers use techniques to influence our opinions. They will be using **good sense** to think about strategies for planning their answers and optimising the time when under exam conditions. In French and Spanish, students will study the topic of global warming and will deliver a **speech** to respond to an environmental issue. Through



their Social Science lessons, students will become more **socially aware** of other cultures in both present day and in the past. In history, for example, students will learn about the Wall Street Crash and the Great Depression that followed. In RS students will be discussing climate injustice and how it impacts the poor and vulnerable globally. In their STEM lessons, students will study pollution and energy consumption and discuss how we can use **good sense** to combat these issues. In science students will calculate their own carbon footprint and think about how they can be more **self-aware** in how they use energy. Lastly, in Arts students will be learning about different roles in the theatre, such as costume designers and sound engineers and how they use their skills to enhance the experience of the audience.



Creative Curriculum Topic 10

Year 7—Topic 10 Aspects Of Living

Generosity is the virtue running through this topic; with particular emphasis on the value of giving, gratitude and the ability to remain positive by encouraging others. In Arts, students will focus on large collaborative pieces with the eventual goal of donating their artwork to local care homes and hospitals. In dance and music, students will produce a performance for the local community.

In PE, some disadvantaged games will be introduced to develop a student's ability to remain positive and encourage others, despite the circumstance. In geography, students will focus on global Biomes; learning to appreciate and be grateful for all the natural world provides and how animals are capable of adapting positively to their environments. In RS, staying positive and the virtue of gratitude is central to Buddhist enlightenment and the liberation of suffering via 'the eight-fold path'.

In history, students will take part in the balloon debate and consider which inventor they would donate. In STEM, science will look specifically at organ systems and discuss the extreme acts of **generosity** in the form of organ donation. Maths will be looking specifically at percentages and will be using statistics from charities, looking at how data can be manipulated to remain positive. In English, the language used by animal charities will be scrutinised. Opinions will be

formed and written to explore the subject of animal rights and how to make conditions more positive for animals.

In MFL, school subjects will be studied, allowing students the opportunity to be grateful for the variety of subjects they study and express positive opinions about their learning.

Generosity



Year 8—Topic 10 The Power Of Kindness

Topic 10 focuses on the virtue of **generosity** and how this is linked to the power of kindness – to be generous is to be kind. It will have been over a year since the COVID pandemic led to the first national lockdown so this topic will offer a good opportunity for students to reflect on the kindness and **generosity** demonstrated by the nation during this time. Alongside this, students will be developing the skills of **staying positive**, with a focus on building resilience and keeping a positive spirit, evening during difficult times. In music, students will be encouraged to demonstrate **generosity** through the sharing of their time as they rehearse a performance piece together.

PE will focus on encouraging students to **stay positive** and act as an inspiration to others. In art, students will focus on making 3D animal masks and will show the power of kindness as they support each other with this. Maths lessons will develop students resilience and encourage **positivity** as students learn to tackle worded problems with area and volume, which then links with science as students compare the size of Earth to the other planets in the

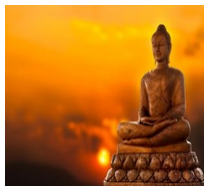


Creative Curriculum Topic 10

Year 8—Topic 10 The Power Of Kindness cont

solar system.

Science will then focus more specifically on how to be more **generous** with kindness towards our environment. In Social Sciences, the geography lessons will continue the Topic 9 work with flooding, but build on this to compare flooding in Bangladesh and the UK, whilst also reflecting on the **generosity** shown in communities during times of natural disaster. History lessons will look at influential women in history and how they **stayed positive** as well as demonstrated kindness and **generosity**, actions which have led to changes for women internationally. In RS, students will look at the **positivity** and kindness linked with Buddhism. In Languages lessons, English will look at 'Animal Farm' and how persuasive writing is used to present characters, settings and situations. MFL lessons will build more vocabulary for students in terms of their free-time, their hobbies and the things they do to **stay positive** when times are hard.



Year 9—Topic 10 Tokyo 2021

The delayed Tokyo 2020 Olympics take place this summer, with this unit timed to coincide with the rearranged games. Generosity of spirit embraces the differences between us – embodied by the goodwill of athletes towards each other, regardless of who stands on the podium. The virtue of **generosity** is central to this unit, along with the skill of **staying positive**.



In **English**, students will undertake Sports Journalism. **MFL** lessons will revisit names of sports, countries of the world and students will be able to name buildings and stadiums. In **science**, students will look more deeply at material science from fabrics to help athletes perform better to constructing sustainable stadiums.

In **maths**, students will be taught about **distance, speed and time** (and draws graphs for marathon runners comparing them to sprinters). **Symmetry** is taught and discussed through Tokyo Olympic logos. In **Social Sciences**, students will study the economic **growth of cities** and how to make growth sustainable whilst regenerating urban areas, particularly how this is achieved through hosting Olympic games.

Arts, students will embrace Japanese culture by making Japanese thumb pots, making and eating sushi and learn a Japanese dance. In



RSE, students will learn about unhealthy sexual relationships, and in RS, students will look at poverty and wealth experienced in cities undergoing regeneration.

NHS

Worried?
Need to
talk to
someone?

Texts
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Monday – Friday
9am – 4.30pm

Bedfordshire
Community
Health Services

ChatHealth

Creative Curriculum Topic 10

Year 10 - Moments that Changed our World

This topic brings together ideas that link the virtue of **generosity** with the practical skill of **staying positive** (Level 8 – 9). The world continues to be shaped by significant moments and movements. Such moments are wide ranging and diverse and deserve recognition. Students will understand the importance of **staying positive** through difficult times and will discuss serious issues such as poverty and homelessness and how **respect and generosity** are core virtues in an ever changing world.

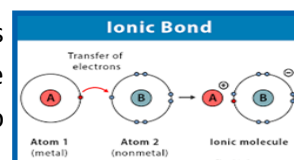


In **Arts**, students will have the opportunity to explore new and diverse musical genres to help inspire and influence their own musical composition. In **Social Sciences** they will explore the Industrial Revolution, post war USA and India's rise to becoming a superpower. Significant moments of cultural change are of particular interest within the history content, primarily post WW2 western cultural developments such as the rise of television, Rock and Roll and the pursuit of the 'American Dream'.



In **Languages** there will be a focus on An Inspector Calls, with particular emphasis on how the play would have been different if characters had been more generous to the character Eva. Students will have the opportunity to write alternative scenes for the play that will help sharpen their understanding of the key themes and characters. In **MFL**, global issues will take centre stage, namely poverty and homelessness in France and Spain respectively. Students will compare rates of unemployment and how countries tackle these issues.

In **STEM** students will study ionic and covalent bonding. The fact that an electron is donated to another atom in ionic bonding, while electrons in a covalent bond are shared equally between the atoms, fits with our virtue of **generosity**. They will also further develop their ability to substitute and factorise algebraic formulae in maths.



The Academy
will be closed on
Monday 3rd May
due to the
Bank Holiday

Rewards System

We have implemented a rewards system in the Academy that we have named 'Platinum Perfection'. The idea behind this is that we want to recognise and reward the vast majority of our students who are consistently striving to be the best version of themselves every single day.

We are focusing on 6 areas:

Attendance: We expect all students to be in the Academy learning all of the time

Presentation: We expect all of our students to be dressed immaculately and be proud that they attend our school

6Ps in class: We expect all of our students to aim for perfection in their lessons so that they can learn to the very best of their abilities

Social times: We expect all of our students to enjoy their social time in a safe and friendly environment and be courteous to everyone they encounter

Community: We expect all our students to be well-rounded, confident individuals and take part in opportunities such as being a member of our school parliament, charity events and reading buddies

Homework: We expect all our students to make the most of the day's learning and prepare for the next day. Reading every evening is also an important part of this. Everyone has been issued with a library book and are expected to read for a minimum of 20 minutes every evening.

The rewards vary and tie into one of our individual 6 'Platinum Perfection' expectations. For example, we have introduced hair, beauty and clothing vouchers for students who have immaculate uniform and are rewarding students who keep their year group areas tidy, queue up politely and show exceptional manners with bonus social time with ice cream.

To ensure our lessons begin in an orderly fashion, students in Key Stage 3 are continuing to line up outside before entering the building. We are insisting they are lined up in silence before they enter the building and walk to lessons in a calm, orderly way. In the classroom, we have made our expectations clear to students and have developed our '6Ps in class' system. This means that students will receive House points for having a **prompt start** to their lessons, **persevering** with their work, **paying attention** to the teacher, **participating** in their lessons and showing **progress** at the end of their lessons and, ultimately, aiming to have the **perfect** lesson where they have enjoyed their learning. All of these are vital to ensure effective learning takes place and students are being rewarded House points for demonstrating our '6P's every day.

Simon Miller

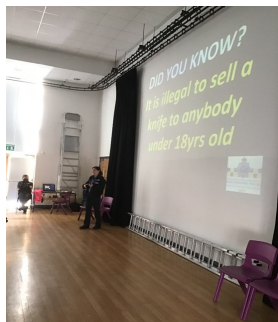
Deputy Principal—Behaviour and Attitudes

If you want to see how many **House points** your child has received,
log into **EduLink** and click on the **Achievement** icon.

Personal Development

It's been a busy month with regards to supporting the personal development of all our students. The virtue of **good temper** and **humour** has been central to all lessons and students have been encouraged to reflect on where they have demonstrated aspects of the virtue each week. Students who have demonstrated a good level of reflection in relation to the virtue will be awarded with a virtue badge over the course of the next week.

In terms of the options process, Miss Barratt and Mr Golds have worked hard to broaden the range of options on offer for our Year 9 students with the inclusion of Design and Technology, Hair and Beauty and the RSL Dance Award. All options have been finalized now and correspondence will be sent to parents/carers in the near future to confirm what options have been allocated for your children.



This week we welcomed the police into the Academy to deliver an extraordinary assembly in relation to knife crime as part of Operation Sceptre which is a national approach to cracking down on knife crime. Students in Year 8 and Year 9 were given the opportunity to listen to this assembly and the information shared was extremely useful with regards to highlighting the risks associated with carrying knives as well as educating them about what to do if someone they know is carrying a knife.

The scheduled assessment week was amended so that students in Years 7-10 had some of their traditional lessons replaced with some bespoke lessons created by the Personal Development team which encouraged students to reflect on protected characteristics, the Equality Act and Child Criminal Exploitation (CCE), as well as some collective worship centered around St George's Day.

Academic Mentoring also got under way this month with our Sixth Form students supporting students from Year 10 with a range of subjects. It was a lovely atmosphere in the canteen after school with the sixth formers taking on the responsibility of mentoring with dignity and maturity. The Year 10s seem keen to learn and fill in any gaps they may have so they can improve their understanding in key subjects and so it is a public thank you from me to all students involved for being such exemplary models within the school.



With Covid-19 restrictions easing, we also have a number of trips in the pipeline so that students from all year groups get to experience the trips which were planned as part of the creative curriculum but were not able to go ahead up to this point. These trips will provide a wide range of experiences all carefully designed to build on what they have learned in the lessons in the corresponding topic.

Ben Baines

Deputy Principal—Personal Development

Attendance

We know that students cannot learn if they are not in school and expect students to attend on every day that they are able. If your child needs to attend a medical appointment, we ask that these are booked outside of the school day whenever possible. We understand that this may not be possible for appointments where the date and time is sent to you, eg hospital appointments, but if you are able to choose the time of your appointment, please consider the impact that a school time appointment will have on your child's learning. Please remember to send in evidence of any school time appointments either via email or with your child.

As adults, we have to be resilient and attend work or carry on with our daily activities even if we are feeling under the weather or ill. Building this kind of resilience in our students will stand them in good stead throughout their lives and we ask that parents/carers support us by ensuring students attend on every day that they are able.

If students are not well enough to attend school, please let us know as soon as possible on the morning of their absence by calling the main school telephone number and choosing the option for student absence, using the Absence Reporting option in parent/carer Edulink accounts or by emailing office@asadunstable.org or parentcontact@asadunstable.org.



All Saints Academy Dunstable Ongoing Vacancies for Exam Invigilators (Bank)

We are looking for enthusiastic, hard-working and reliable colleagues to assist with the examinations provision within the Academy. The role involves working closely with the Examinations Manager to invigilate exams, including mock exams and end of year exams, in addition to all public exam sessions.

This post is an excellent opportunity for someone who enjoys flexible hours and may have previous experience in a similar role, however this is not essential as full training will be given.

Salary: £9.29 per hour (including holiday accrual) paid for hours worked only and these will be at specific times in the academic year, in line with examination timetables.

How to apply

Please see our website for additional details on this vacancy and how to apply or contact Lisa Graves, HR Manager on 01582 619700 for an application form. CVs will not be accepted.

The Academy is committed to the safeguarding and promotion of children's welfare and all job offers are subject to Disclosure and Barring Service checks.

Mark O'Loughlin
Examinations Manager
March 2021

~ REMINDER ~ Deadline for ordering Year 11 hoodies is Monday 3rd May

Masks

Masks are now a part of our everyday lives and school is no exception as we continue to wear masks both inside and outside the classroom. While we do have a small supply in school, we ask that students bring their own wherever possible.

Looking Ahead

Monday 3rd May

Bank Holiday—School Closed

Thursday 13th May

Year 9 Virtual Parents' Evening

Tuesday 18th May

Year 9 HPV Vaccinations

Thursday 27th May

Year 8 Virtual Parents' Evening

31st May to 4th June

Half Term

Thursday 24th June

Year 10 Virtual Parents' Evening

Emotional Wellbeing Support

The virtual information and advice sessions below are provided by CBC to support families. The sessions will provide parents and carers with ideas on how to support their children on a wide range of subjects such as anger, anxiety and school transition.

The session will be split into two parts:

30minutes presentation from Chloe Lovell—CBC Emotional Wellbeing Practitioner

30minutes opportunity to ask questions

The event will be run as a webinar designed to give information but there will be an opportunity to ask questions using the chat function or by sending an email in advance.

Once parents/carers have signed up, a link to the event will be sent on the morning of the session by email. This will contain all joining instructions.

Sessions:

Monday 17th May 2021 - 4.30pm-5.30pm: [Year 4 transition](#)

Monday 17th May 2021 - 6.00pm-7.00pm : [Year 6 & 8 transition](#)

Tuesday 1st June 2021 - 4.30pm-5.30pm: [Middle school parents—Anger & Anxiety](#)

Tuesday 1st June 2021 - 6.00pm-7.00pm: [Upper school parents—Anger & Anxiety](#)

Friday 15th June 2021 - 10.00am-11.00am: [Lower school parents—Anger & Anxiety](#)

4YP - Time to Chat

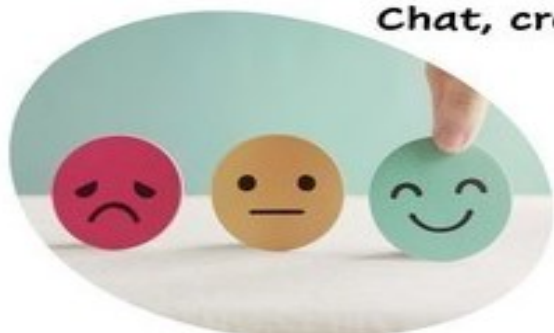


Time to Chat



Flitwick Town Council

An open access drop in to support emotional well-being
Chat, create take time out, get advice



For young people 12-18 years
Starting Tuesday, 13 April
4.00 – 6.00 pm
Flitwick Youth Hub

For more information please contact Wendy on 07780 448599 or wendymillgate@4ypuk.com