

## Dear Parents and Carers

With January now behind us, it is with much relief that we have been able to keep the Academy open and fully staffed. This is in no doubt due to our persistence in continuing to wear masks throughout the Academy. I am expecting soon though that schools who have chosen to do this will come under pressure from the government to remove masks - our cases look to be decreasing - fingers crossed!

It is now obvious that schools will not go into any further lockdowns and therefore we need to resume our strict adherence to the uniform policy. Thank you to all parents and carers for supporting us throughout January as we deal with issues such as piercings, nails and the perennial issue of white socks!

The uniform policy can be found here: [Uniform Policy](#). Please ask the Academy for support if your child is refusing to comply, or if you need financial support to rectify missing items. We are always here to help!

The Academy is forging ahead with broadening our curriculum offer and building the specialist rooms that facilitate these subjects. Below you will see the exciting addition of the hair and beauty salon, and we also have the new design technology workshop finally up-and -running!



As we move into February let's look forward with hope that spring may bring lighter, and warmer days, and that 2022 will be the year that the pandemic ended!

Best wishes

**Liz Furber**  
Executive Principal

## Dear Parents and Carers

A very belated Happy New Year to you.

On 6 February, Her Majesty the Queen will mark 70 years since she acceded to the throne. A few months later, she will celebrate her 96th birthday. When she was born in 1926, the life expectancy for a woman was just over 60 years of age. In recent weeks, we have had reported the deaths of famous people, born around the same time as the Queen, who surpassed the life expectancy age predicted when they were born: Archbishop Desmond Tutu, Sir Sidney Poitier, Baron Richard Rogers. There are many people nowadays who go on to reach 100 and beyond, and thus far exceed expectations. The life expectancy for people born around 2010 is now an average of 80 years of age, so it is highly likely that many of our students will witness the dawn of the 22nd century! As educators, it is our role to prepare our young people for all those years that lie ahead of them. In recent weeks, staff and governors have been discussing the best type of curriculum that will help to equip our students for the rest of their lives. In delivering our Character Education programme, we will focus on the four philosophies of education : Cultural Transmission, Personal Empowerment, Preparation for Work and Preparation for Citizenship. Above everything, what we do at the Academy is underpinned by our Ethos, which governors recently reaffirmed:

*All Saints Academy's Ethos is rooted in the Christian faith, which acknowledges the value and uniqueness of every human being as individuals, and as part of the wider community, with different learning needs and enables them to fulfil their potential. The Academy:*

- Instils **dignity** needed to enable students to move into the wider world of work and life. Students are encouraged always to be the best they can be!
- Supports students and staff on their journey of **faith** by raising awareness of all religious beliefs and other world views.
- Offers a deep-rooted **hope** that inspires aspirations that know no limits.

Whatever challenges the next 80 years hold for our students, as an Academy, we will do our very best to ensure they have the knowledge, skills and cultural awareness to make a valuable, and valued, contribution to the society of which they will be a part.

Best wishes

**David Fraser**  
Chair of Governors

## February Virtue: Good Speech

### Skill: Speaking

#### Year 7

In English, students will be completing a creative



writing piece based on the fantasy adventure genre. They will demonstrate **good speech** as they participate in debates, which

require them to provide a response to the opposing views of others. In French, students will focus on the topic of school, home and pets. They will demonstrate **good speech** by articulating ideas clearly and **speaking** with an authentic French accent. Students

will **speak** about how they would design their ideal school in Spanish, as they focus on the topic of Mi Insti (My School).



In maths, students will study the topic of fractions and percentages. They will demonstrate **good speech** by **speaking** through their own methods of calculation with peers. Students will



study energy costs and transfers in science, demonstrating **good speech** as they participate in debates about non-renewable and renewable energy sources. They will **speak** about their

logical points and be able to explain the contribution of non-renewable energy sources in the climate crisis. Computer science students will begin the Apps For Good programme, being able to **speak** about effective features of the best mobile apps.

In geography, students will focus on economic development around the world. They will be able to demonstrate **good speech** by presenting solutions to sweat shops in the fashion industry. Students will continue to focus on Henry VII winning the throne in

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#### Year 8

In English, students will complete their unit focusing on Utopias and Dystopias, before starting their new unit focusing on Inspiring Female Voices. They will explore how to use a range of rhetorical devices and paralinguistic devices to engage their audience in **good speech**. Students will focus on sport and leisure in French, being able to **speak** to their peers about their hobbies. In Spanish, students will study a unit about food, demonstrating **good speech** by being able to role play ordering food in a restaurant.



In maths, students will study how graphs are used in real life. They will be able to demonstrate **good speech** by articulating and justifying decisions made from analysing data from graphs. Students will explore electromagnets in science, using **good**



**speech** to explain different models for voltage, current and resistance. In computer science,

students will complete their unit focusing on websites, demonstrating **good speech** as they provide effective feedback consisting of specific positive aspects of a website and focused, well justified improvements to make. In geography, students will explore the development gap between different countries. They will be able to demonstrate **good speech** by explaining the difference in economic activity between different countries. In history, students will focus on the legacy of the American Civil War. They will explore the **good**



**speech** needed to promote political change. In

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their history lessons. They will explore the role that **good speech** played in securing the Tudor dynasty. Philosophy and ethics lessons will explore the Hindu faith, demonstrating **good speech** as they share with others how Hindus live out their faith.

In art, students will develop a wrapper design and be able to **speak** about their design. Students will demonstrate **good speech** as they provide constructive feedback, highlighting the positive aspects of their peer's design, along with providing focused feedback for improvement. Drama students



will focus on The Tempest, creating a role on the wall to be able to **speak** to others about the background and motivation of their allocated character. Music students will demonstrate **good speech** as they present about their composition of a track for a film. PE lessons will focus on fitness, badminton and handball, demonstrating **good speech** as a vital part of team sports.

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philosophy and ethics, students will study the Christian view of God being Trinity. Students will demonstrate **good speech** as they explain a challenging theological topic to others.

In art, students will complete their portraiture scheme of learning. Students will use **good speech** as they provide clear and balanced feedback to peers. Students will continue developing musical ideas for jazz and blues, providing effective feedback to their peers through **good speech**. In drama, students will study dramatization and alternative staging, exploring how **good speech** may look different depending



on how a play is presented. PE students will participate in dance, fitness, badminton and handball, using **good speech** as they work together in these areas.

## Year 9

In English, students will focus on society's biggest questions. They will demonstrate **good speech** as they develop questions and are able to debate ideas with each other. In French, students will explore a balanced diet, demonstrating **good speech** in the language as they learn the French terminology for those they have learned in their food lessons. They will be able to **speak** about food from different countries. Spanish students will study the En Forma (In Shape) unit, demonstrating **good speech** by providing sensitive health advice to others. In maths, students will be able to draw shape constructions using rulers and compasses. For example, they will be able to construct a perpendicular bisector of a line segment. Students will demonstrate **good speech** as they support their peers with their constructions.



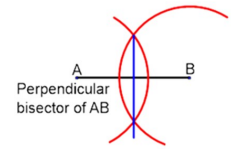
In science, students will study energy and energy transfers. They will be able to show **good speech** as they explain concepts to their peers. Computer science students will complete their algorithms unit, with students providing effective peer feedback as a way to demonstrate **good speech**.

In geography, students will explore human and physical processes influencing and changing landscapes as they

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continue their unit on rivers. Year 9 students will use **good speech** as they present on the impact of the climate crisis on landscapes. In history, students will continue to explore pre-1914 tensions in Europe, exploring the Schlieffen Plan. Students will explore **good speech** as a strategy to avoid conflict. In philosophy and ethics, students will contrast religious and non-religious ethics, demonstrating **good speech** in debating whether religion has an impact on personal morals.

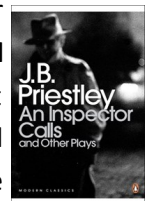


In art, students will complete a bug appliqué project, highlighting positive aspects of the work of others through **good speech**, even when the work is based on insects. Students will continue to compose computer game music in their music lessons, providing **good speech** as they outline the genre of game they feel their music would be most appropriate for. Students will explore the absence of **speech** in drama, by focusing on non-verbal techniques. PE students will focus on rugby, badminton and fitness, demonstrating **good speech** within their team sports.



## Year 10

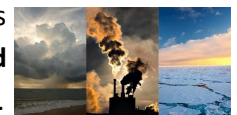
In English students will be reading JB Priestley's *An Inspector Calls*. They will examine the class divide between rich and poor and will understand that Priestley intended to send the public a message about their capitalist views. This unit helps to teach the British Values of **Democracy, Individual Liberty and Mutual Respect** as students will look at society as it once was and determine whether or not democracy is something we have the power to influence. Is democracy real freedom? Students will interpret the idea of individual liberty and what we can influence and stand up against. Do the characters in *An Inspector Calls* show mutual respect for one and other? Or does the class divide prevent this? This class divide is also highlighted in history this term. History students have been learning about



public health in the 19th century and how medicine developed in the 20th century with the growth of the welfare state, surgical developments and growth of the pharmaceutical industry. This not only is relevant to public health and the debates around our NHS in the 21<sup>st</sup> century but also to **gratitude**. Students have been reflecting on how they can show **gratitude** and generosity to one another so we do not repeat the mistakes of the past.

In French students are learning about marriage and family, about traditions, extended members of family, describing how many members of the family there are and describing what their future family would look like. This demonstrates the virtues of **gratitude** for our own families as well as **staying positive** about our own family and friends.

Geography too is inspiring students about Britain's climate, the global climate, and the causes of climate change and also links to the British Values of **Democracy, Individual Liberty and Mutual Respect** as we all have a moral imperative to deal with aspects of climate change.



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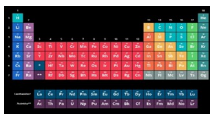
In computer science students are learning about computer memory systems. This is a link to content being taught in maths, as it sees students learning about fractions and percentages. Students have been learning how to work out useful things like tax and VAT which will prepare them for the world of work. They are also developing their social skills as they are required to work in teams on some mathematical projects this term.

Meanwhile in maths, higher students are focusing on trigonometry and the rules for triangles. This key knowledge about triangles is useful in so many careers. Through the reading links, students will be introduced to some of these careers.

In science students are learning about the periodic table. They are learning about how to show **gratitude** for the chemists that have helped shaped the world we live in today. In learning this, very similar to in geography, students will demonstrate how chemists are **grateful** for the resources that we have.

In art, we see a continuation of coursework projects bringing together artistic styles to influence a student's own work. We have an ensemble dance performance in dance lessons, too. Students will learn two solo set sequences and two duet sequences in the chosen style of dance and as a group they will be responsible for developing the material into a performance piece as well as working cooperatively as a dance company.

In DT, students are learning about electronic systems and programmable components. Food is focusing on heat transfer and graphics are seeing how logos are used to brand and promote products and companies. In creative media production students are creating digital media and using photography to help in the process. Students are improving their morality and reflection in music as they need to perform their pieces and then make improvements. Finally, in PE, students will be working on the skill of **staying positive** as they are taught how tactics in sport can have a risk and reward.



### Year 11 Interventions

In January, 30 Year 11 students had the opportunity to boost their English or maths grades. We have worked closely with TwentyTwentyLearning for a number of years and, yet again, they have provided excellent support for our students in the build up to their GCSE exams. Students have responded positively to the extra support and it is fantastic to see them engaging with this intervention, which lasts a full five days. It is intensive and a challenge, but a challenge that our students have risen to, demonstrated further by the lovely feedback from the external tutors who have enjoyed working with our students. We look forward to seeing the fruits of the efforts of Year 11 in the coming summer exams!

**Hannah Lloyd**

*Assistant Principal – Implementation*

If you need your Edulink login  
reset, please email  
[parentcontact@asadunstable.org](mailto:parentcontact@asadunstable.org)

~ Reminder ~

The Academy is closed on  
Friday 29<sup>th</sup> April 2022

## Year 11

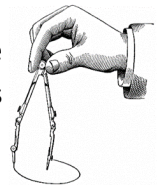
In English students will be revising and reviewing *An Inspector calls* for their exam. Students will first look at what **gratitude** is and how it can be applied to the characters within the play. What does it mean to be grateful for what you have and not be selfish? **Gratitude** is also a key focus in French this month because students will be learning about holidays and travel. We should be **grateful** to have the opportunity to have holidays, even the possibility to travel if means allow, and if we have not so far in life, then possibly have the opportunity to travel abroad in the future.



Geography is focusing next month on the challenges facing the UK today. The virtue of **staying positive** in solving Britain's challenges shines through, as well as **British Values** – for example in having to be aware of local democratic processes to get changes to happen. In history, students are looking in depth at World War One for their exams and showing **gratitude** for what we have. There is a focus on how we can show generosity to one another so we do not repeat the mistakes of the past.



Maths foundation is teaching about shape. Students will demonstrate good **speaking skills** as they discuss the formulae for area and volumes of different shapes, especially as they move onto circles. There are a variety of topics being covered in combined science; within lessons students are being encouraged to demonstrate their **gratitude** towards their teachers who plan their lesson.



In biology students will understand the problems associated with not having balance in biological systems; they will use **good speech** to verbalise what would happen if these systems were to break down. They will need to use **good speech** in chemistry too as they are studying rates of chemical reactions. They will debate the problems and potential solutions to the use of non-renewable resources.

In art, students will be needing to **stay positive** as they continue working on their ESA project. This is also the case in graphics, where students will demonstrate **good speech** in having to justify their choices in



their ESA project. In dance they are working on their set phases and choreography which will contribute towards their final coursework piece. Students will demonstrate their **gratitude** in drama when reviewing live theatre and the hidden works of production artists. In food, students are completing food prep assessments. They are researching and planning the final menu and have demonstrated **courage** in trying new techniques and **stillness** in conducting effective research. In music, we will see **courage** also on display as students will be sharing their music composition with peers. In photography, students will be **aiming high** to refine their coursework; they will need to listen to feedback and then put these improvements into place. Finally, PE students are learning about awe and wonder and **stillness** by wondering what sport you could participate

~ Reminder ~

Monday 14th February is Half Term

### **Burns Night Enrichment Day**

On Tuesday 25th January, we celebrated the life and poetic works of Scottish poet Robert Burns in a dropdown day. Students took part in many activities, including ceilidh dancing, Highland games and a traditional Burns' supper. Many students tried haggis, neeps and tatties for the first time. We were fortunate enough to have a piper with us for the day who provided music not only for ceilidh dancing and bringing in the haggis but he piped students into the canteen. We were very impressed with all our students who took an active part in the activities throughout the day. They left site with a smile and a Scottish goodie bag which included Edinburgh rock, a Tunnocks teacake and a piece of Scottish tablet. Much fun was had by all.

**Caroline Doolan**

*Senior Assistant Principal*

*Head of Lower School, Literacy and Staff Development*



**Do you know it's illegal to use a privately owned electric scooter in a public place?**

You can only use your e-scooter on private land with the landowner's permission.

If you ride in public - on roads or pavements - and are not part of a government trial, your scooter may be seized by police and you may face a fine and/or penalty points on your licence.

Full details of the government's legislation on e-scooters can be found on the gov.uk website.






### **BEDFORDSHIRE DOMESTIC ABUSE PARTNERSHIP**

**24 Hour National Domestic Abuse Helpline for Women 0808 2000 247**

**Men's Advice Line 0808 8010 327 or ManKind Initiative 01823 334244**

**LGBT+ Domestic Abuse Helpline 0800 999 5428**

**Email: [BDAP@centralbedfordshire.gov.uk](mailto:BDAP@centralbedfordshire.gov.uk)**

**Facebook: [www.facebook.com/bedsdv](https://www.facebook.com/bedsdv)**

**Twitter: [www.twitter.com/bedsdv](https://www.twitter.com/bedsdv)**

### **Water Bottles**

Please can you remind students that they should have a water bottle that they can refill with them each day.

The Academy sells refillable water bottles at a cost of £1 and students can purchase these from Student Reception during break and lunchtime, or before and after school.

### **Breakfast Club**

Our Breakfast Club is available every weekday from 7.45am to 8.15am in the canteen. Come along and in from the cold to enjoy cereals, toast and tea in a casual social gathering before school. If your child would like to attend and you did not complete the recent Edulink form, please let us know as students must be registered to be able to come along.

**Lianne Gough**

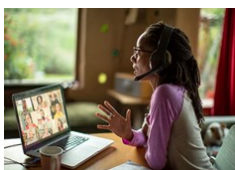
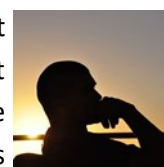

*Assistant Principal – Behaviour and Attitudes – SEND & PP*



## Blessing

At the time of writing I am sat at home, when I should be in All Saints Academy, self-isolating from having recently tested positive for Covid-19. This is an experience I know many of you have had to endure so I am not looking for sympathy. Fortunately, I am not suffering too badly although I am far from 100%. Regrettably, others have not been so fortunate. I am experiencing the trials of how to get my young children off to primary school without being able to take them, how to make food and essential supplies last until someone can get replenished stock, how to exercise pets and ourselves etc. And so here we are nearly two years into this pandemic and life is very much far from normal.

During this time I hope we have had some time to think and reflect about some of the things that we do, our priorities in life, and offering of gratitude for some of the small but more important things in life, such as good manners. It is important to do as January and February can be quite depressing months with short days, often being cold and windy, with the festivities of Christmas and New Year being over. Normally the Christian calendar provides us with the ideal time for this during Lent, but it is particularly late this year with Ash Wednesday, the start of Lent, not arriving until 2nd March!



So what should we do about it? Well, other than just taking stock we can learn to be more creative in how we do things. In churches, we have discovered the joys (and challenges!) of the digital work by offering many acts of worship as streamed events on YouTube, Facebook, or other hosting platforms. People have discovered Zoom, Teams, Hangouts, Meet, etc. but none of this is really the same as meeting in person, face to face. A bit like watching a film at the big screen or watching a sporting event from the comfort of your home rather than actually experiencing the atmosphere at first hand.

Like many of us, I cannot wait to “get back to normal” whatever that actually now means. I am frustrated having to wear a mask as it is uncomfortable and makes my glasses steam up but I will still willingly do it for the benefit it gives others. But what lessons will we take from this?

My hope and prayer is that we will have learnt to be a bit kinder to one another, looking out for one another and offering small acts of random kindness. The clapping at 8pm on Thursday evenings in early summer 2020 seems an awfully long time ago but it was a small thing that brought people together and recognised the good that others do.



Maybe there's something positive and creative that you can do for someone?

**Prayer:**

Dear God,

Thank you for giving us instruction as to how to live our lives. Thank you that even when things go wrong you give us new ways of making things right again.

Please help us to help others who might be going through a difficult time.

Amen.



**Revd. Tim Davis**  
School Chaplain



### Looking Ahead

**Wednesday 9th February**  
Y10/Y11 Dance/Drama Trip

**Wednesday 9th February**  
Duke of Edinburgh Award  
Meeting at 5pm

**Thursday 10th February**  
Year 11 Careers Day

**Friday 11th February**  
Valentines Enrichment Day

**Monday 14th February**  
Half Term

**Monday 21st February**  
Students return after half term

### COVID Testing

Regular testing at home is key to reduce the spread of coronavirus. As you are aware we have asked that students increase the number of home LFD tests from two per week to three per week. This is a temporary measure and we will notify parents/carers when this comes to an end.

All results should be registered with the NHS but you should also register all tests with the Academy on the form that is available through parent/carer logins on Edulink.

If you need additional boxes of test kits, students can collect these at the end of the school day from Student Reception.

### ParentPay

While we are once again accepting cash payments, our preferred method is ParentPay, our online payment system. If you do not have a login, please email [parentcontact@asadunstable.org](mailto:parentcontact@asadunstable.org) and we can send the details to you. If you cannot remember your password, please use the 'forgotten login details' option on the home page.



### 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  
September 2021

## Academic Calendar - 2021/2022

School Holiday 

Bank Holiday 

Pupil Day 

Training Day 

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

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

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

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

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

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

March 2022						
Mon		7	14	21	28	
Tue	1	8	15	22	29	
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Thu	3	10	17	24	31	
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Sat	5	12	19	26		
Sun	6	13	20	27		

April 2022						
Mon		4	11	18	25	
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Sun	3	10	17	24		

May 2022						
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June 2022						
Mon		6	13	20	27	
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Sun	5	12	19	26		


July 2022						
Mon		4	11	18	25	
Tue		5	12	19	26	
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Sun	3	10	17	24	31	

August 2022						
Mon	1	8	15	22	29	
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Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

## Academic Calendar - 2022/2023

School Holiday 

Bank Holiday 

Pupil Day 

Training Day 

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

October 2022						
Mon		3	10	17	24	31
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November 2022						
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December 2022						
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Sun	4	11	18	25		

January 2023						
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Sat		7	14	21	28	
Sun	1	8	15	22	29	

February 2023						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22		
Thu	2	9	16	23		
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

March 2023						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

April 2023						
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

May 2023						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

June 2023						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24		
Sun	4	11	18	25		

July 2023						
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

August 2023						
Mon		7	14	21	28	
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		