



# EASTER 2021

St Angela's Ursuline School Newsletter







## Dear Parents and Carers,

I hope this newsletter finds you well as we take our Easter holiday and focus on the solemn conclusion of Lent and the crucifixion and resurrection we follow through the Holy Triduum. Even in our lockdown world, I hope you as parents will take the time in prayer with your children celebrating the feast by joining your local church via the streaming of services.

In these difficult times, our faith has been a stronghold for us all. Whilst lockdown has brought financial, social and psychological hardships it has had the silver lining of time with each other in our families. This is a blessing and I am sure like me in years gone by we have thought to ourselves that the world needs to slow down; we have just had such an opportunity.

Whilst the school remains in this strange segregated state to keep students safe, we have done our best to keep the norms of school life present. As you can see from the Newsletter within, there is still much to celebrate and still an abundance of rewards and awards for the students.

We return to a unique term for all schools with further assessments for Year 11 and mock exams for the Sixth Form. This will understandably focus the staff onto those students receiving public examinations this summer, with unprecedented levels of marking and moderation to undertake. I ask parents of Year 7 - 10 to be mindful of this during the summer.

I add my thanks to your own, to the teaching and support staff of the school. They have had a very difficult and frustrating year and yet never a word of complaint have I heard, but instead countless examples of steadfast dedication to make the situation work for the students and themselves. We should be very proud of them and as we start at least to see light at the end of the tunnel continue to pray for their continual health and dedication.

I wish you all a good Easter break and look forward to the return of the school on 12th April.

Yours in Serviam,

Headteacher

## St Angela's Day

St Angela's Day this year was split into three events for all of the students. The wonderful priests at St Anthony's church organised for us to be able to celebrate our St Angela's Day mass, albeit remotely. Huge thanks goes to Ms Vassiliou for organising the Mass and for the wonderful students and families who supported by reading live in the church. Students and families were able to log on through YouTube to celebrate this event together as a school.

We then moved into the St Angela's Day Quiz. It was wonderful to see so many students logged onto their form group Google classroom and also to see the competitive nature of our school's Form Tutors. We were delighted to reward all of the winning form's students with a £10 Amazon voucher each. The winning forms are outlined below-

- Year 13 Onyemere
- Year 12 John
- Year 11 Sejima
- Year 10 Aderin
- Year 9 Pankhurst
- Year 8 Okpo
- Year 7 Wright



Finally, on the day, all students were invited to take part in a remote trip of their choice! These trips ranged from students choosing to go to London Zoo, to New York's MOMA Museum and for all of Year 12 to attend their remote University Fair.

All the girls below volunteered to read during the St Angela's day Mass. They all read so clearly and beautifully in celebrating the feast of our patron St Angela. Well done girls!

Ruth: year 10, Michelle: year 10, Stephanie: year 10  
Chinonyerem: year 7, Victoria: year 7  
Ms Vassiliou





# Charity



In September of last year, I was supposed to walk the Moonwalk, with a friend to raise money for cancer support. The walk usually takes place overnight through the streets of London.

## MACMILLAN CANCER SUPPORT

Due to the pandemic, the organised walk, like so many events was cancelled. I therefore decided to walk 100KMs in a week~ this is the distance of walking from London to Cambridge.



When I finished walking my daughter cut 32cms off my hair to donate to the Little Princess Trust, who make wigs for children with cancer. I am delighted that the hair was used to make two wigs.

I have cut my hair for cancer previously, in 2016. I was galvanised by a legendary fundraiser to do so and last year he lost his own battle with cancer.

I wanted to complete this challenge in his honour and to make sure that Macmillan can carry on their tremendous work, one so close to many of our hearts.

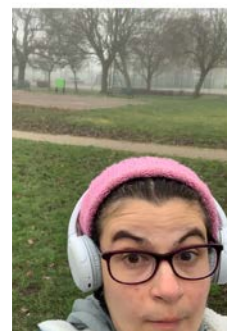
Ms Siaw



## CAFOD

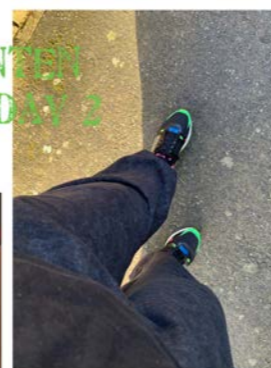
## WALK FOR WATER

CAFOD WALK FOR WATER CHALLENGE: DAY 14



During Lent Ms Vassiliou has been completing the CAFOD Walk for Water lenten challenge which is to walk a minimum of 10,000 steps a day to remind us of those in some countries who are forced to walk that distance (or more!) just to get access to clean water. For every day she walked 10,000 steps she gave £1 to CAFOD. Ms Vassiliou also set up a school justgiving page for St Angela's with a target of £100, it is already gone over this target and she is waiting to see the final total on Easter Sunday when the challenge ends. CAFOD sent her a fundraising pack with green laces which she wore on her walks.

#CAFOD LENTEN CHALLENGE DAY 2



For more information on the challenge see website: <https://cafod.org.uk/Fundraise/Walk-for-Water>

## YOUNG LAWYERS' CLUB

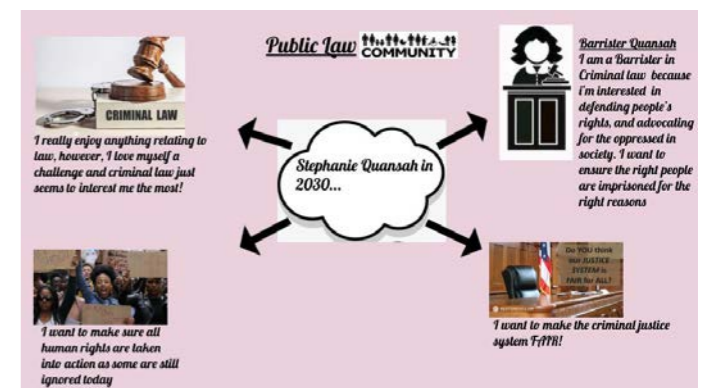
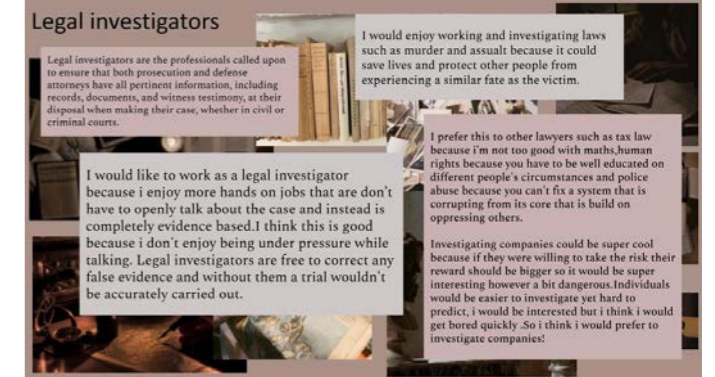
Young Lawyers' Club has continued to run throughout lockdown, with a combination of live sessions and remote independent learning. The club members have approached this challenge in the most wonderful way and the enthusiastic, positive attitude has been an absolute joy for Ms Tucker and Mr Mehta to witness.

Throughout the term the girls have been studying various areas of law including employment law, family law, social media and the law, corporate vs public law and consumer law. There have been opinion polls, live forum discussion and

the girls have even had the chance to practice being solicitors as part of Tucker and Mehta Law Firm! Mr Mehta set their second assignment for the year and the students created some fantastic vision boards for their future careers in law, which you can see displayed here.

As we approach the time when we will gather again face-to-face, the students can look forward to becoming law practitioners in the classroom where they will engage with real-life case material from the Supreme Court and will carry out a mock courtroom trial. We can't wait!

YLC meets every Monday at 3.45 in B2



## RISE UP

## SPRING TERM Rise Up Days

The Ursuline Student Profile lesson of the day explored being our own 'Inner Lion'. We explored the idea that as humans we often relate to animals and the traits they have. We looked at some champions of our time including Amanda Gorman and Nia Dennis.

We aimed to explore the idea that we all have a different role to play in the world and that all of these roles are important and will be very different both now and in the future. We used Maya Angelou's very powerful quote within the session 'I've learnt no matter what happens, or how bad it seems today, life does go on, and it will be better tomorrow'.



## Debate Mate

### Mr Pleasant: Sixth Form

Sixth Form students have continued to participate in and actively engage with the Debate Club through weekly online training sessions with an expert mentor. They have also taken part in two online competitions with local schools, the first in December and the second in February. During the first competition students also met and heard from representatives from the FCDO (the Foreign, Commonwealth and Development Office) and GCHQ (the Government Communication Headquarters) and this really got them thinking about possible careers in the Civil Service. The students performed extremely well in both competitions, tackling two interesting, relevant and challenging motions: "This House Believes that truth and reconciliation is more important than prosecution following state human rights violations" and "This House would enforce quotas for men in industries that are heavily female dominated (e.g. personal healthcare and primary teaching)."


### Mr Hector: Main School

Year 7, 8 and 9 debaters have adjusted well to having the Debate Club virtually. This term they also took part in the Virtual Urban Debate League. In the first round, St Angela's were able to win three out of four of the debates in the evening. In the second round, they will be debating on the motion that "This House Believes climate activists groups should use radical rather than traditional campaign methods", this allowed them to research and debate on a very topical and important subject.

## Brilliant Club

I received the opportunity to take part in the Brilliant Club, with an introduction delivered by Fitzwilliam College of Cambridge University. The programme gives students university-style tutorials with a PhD researcher and aims to develop the skills, knowledge and confidence to apply to highly-selective universities.

We have our tutorials as a small group and have had a chance to learn about climate change and have conducted a case study on two events that took place in the past. We



**THIS HOUSE BELIEVES CLIMATE ACTIVIST GROUPS SHOULD USE RADICAL RATHER THAN TRADITIONAL CAMPAIGNING METHODS**

**DEFINING THE MOTION**

This motion isn't about **whether** we should fight climate change, but **how** we should fight climate change. There are different climate activist groups all around the world, and while they might be working towards a common aim, some of them disagree on how to achieve it. What do we mean by traditional protest methods? Traditional climate protests tend to involve **peaceful action** like signing petitions, peaceful marches or boycotting certain brands. On the other hand, more radical forms of protest often have less regard for the rule of law. Radical forms of protest might look like **occupying public areas, closing roads or preventing access to key areas where pipelines or railroads are being built.**

#InternationalWomensDay  
Join us for an interactive show debate asking...

# IS THE FUTURE FEMALE?

Special guest speaker:  
Claire Barnett, the Executive Director of UN Women UK

MON 8TH MARCH 16:30 - 17:30 REGISTER BELOW

Moreover, on 8th March 2021 Debate Mate partnered with UN Women to celebrate International Women's Day by showcasing an all-woman debate on the motion 'Is the future female?'

Many students in Year 7, 8 and 9 watched the debate which focused on the achievements of female leadership over the past year during the Covid-19 pandemic and explored how we can empower young women and girls to #ChooseToChallenge, calling out gender bias and inequality. Some of the key questions that arose were:

- How can we choose to seek out and celebrate women's achievements?
- How can we ensure that we can work together to achieve this?
- And, What does the future of leadership look like?

have also learned how humans have affected the climate (the Anthropocene). The sessions are very interesting, quite informative and useful. I have personally learnt a lot from the sessions, and have increased in knowledge and confidence regarding the subject matter as well.

We are working towards writing a final essay of 1500 words which is marked to university standard. After all that hard work, we get to graduate just like at university.  
*by Rebekah, Year 8*

# WORLD BOOK DAY

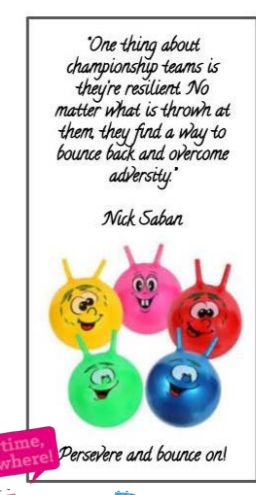
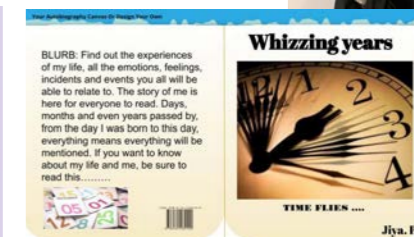
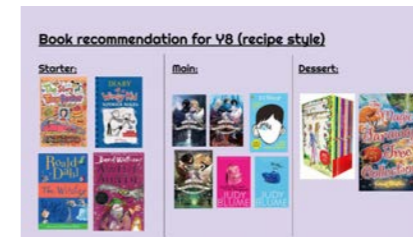
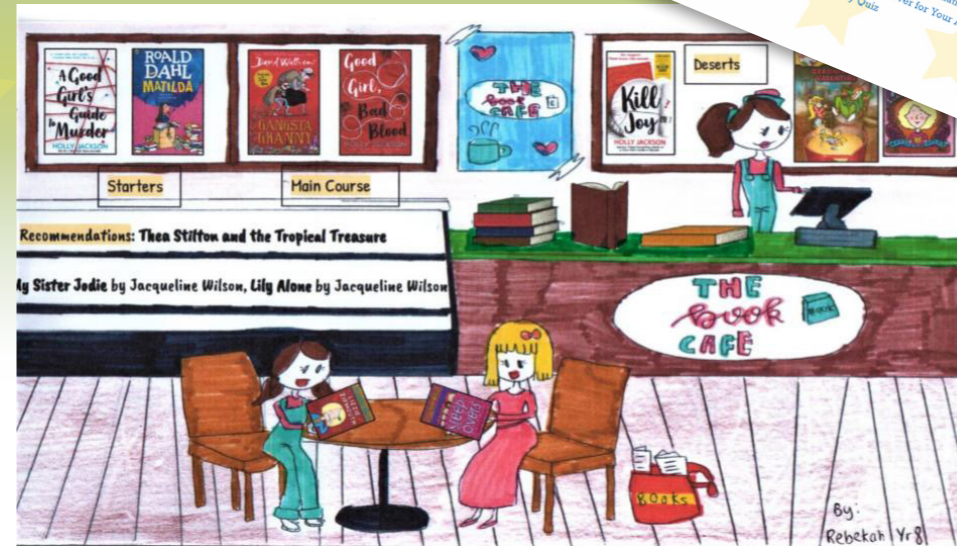
4 MARCH 2021

World Book Day is always a wonderful opportunity to focus on the importance of reading at St Angela's and this year was no exception. All students had a World Book Day assembly on the power of reading, with teachers recommending books for wider reading for exam students before a day of school wide reading activities.

Years 7-10 were treated to an author talk by Patrice Lawrence, who is an award winning author for her young adult and children's books. Patrice talked about the lack of diverse representation in the books she read as a child and how this has led her to write books featuring diverse characters, something which is very welcomed by our students.

Patrice's latest book is a mystery and this was the inspiration for the creative writing workshop she delivered for our students. Using prompts and guidance from Patrice, they were challenged to write their own mini mystery, and it's been a real pleasure reading through the amazing stories they wrote.

The afternoon gave the students opportunities to explore the creative aspect of the day. Year 7 continued with the positive theme of the year by designing bookmarks with positive and encouraging quotations to inspire readers. Year 8 designed tasty book recommendation menus to showcase books they have read and loved to the rest of the year group. Whilst Year 9 gave us a glimpse of what their autobiography book covers would look like, Year 10 tested themselves on their knowledge and understanding of their English literature books in a fun quiz.





# HEAD OF YEARS



**Year 7** have continued their quest to extraordinary and have worked incredibly hard over this term. Students have adapted to online learning with confidence and have continued to settle into life at St Angela's very well. They have lived up to the names of the female medical heroes who came before them and have demonstrated that whilst they may be 11 and 12 years old, they have all the characteristics to be the heroes of the future. Students have engaged in a number of activities throughout the term which included their first St Angela's Day, which saw 7 Wright become the overall winners for the year group quiz, contributed to school wide competitions and completed vision boards with their goals for the coming year. Above is an example of a vision board from Maya in 7 Franklin which highlights some of the key goals that many students share. I am confident that they will continue to achieve and work towards these goals for the remainder of the academic year. Keep working hard Year 7! Ms McKenzie-Gray

**Year 9** have been working alongside their parents to choose their GCSE options. With the guidance of Mrs Kennedy and information from each department they have been able to explore each subject and what will work best for them. They have demonstrated great maturity and definitely are ready to tackle their GCSEs. I have been most impressed by how many of you have a clear idea of your future career choice and how your options tie into this. **The Future is Certainly Yours to Create.** Well done Year 9! Ms Taylor.



**Year 8** continue to impress their teachers with how incredibly well they have adapted to remote learning. They have grasped every opportunity to showcase their talents, particularly our very talented artists who regularly submit entries for the school's chromebook screensaver competition. We have had fun with our assemblies; rediscovering who we are named after (formidable women in the world of fashion), what we are looking forward to as we slowly return to normal as well as milestone events such as the inauguration of Joe Biden and Kamala Harris. We have had fun too with our positivity posts and we celebrated "World Pizza Day". A very controversial question was put to the year group "pineapple on pizza; yay or nay". No was the resounding result BUT we do not judge those who do dabble with pineapple on their pizza! Mr Mason



**Year 10** are continuing to live their motto of 'Dream Big, Work Hard and Be Kind.' We have been exploring the lives of our namesakes and thinking about our own current and future impact, as we 'Dream Big'. We have been working collaboratively with our staff to have the best possible impact on our learning journeys, as we work hard. We have been exploring how to be kind to ourselves through various self-care strategies. Well done year 10 as you journey towards being the best version of yourselves! Ms Kerridge

**Year 11** have been thinking about their futures with many having their careers appointments this term along with writing their College and Sixth Form applications. Their focus has been truly outstanding in this challenging time, we're very proud of you ladies. I have been delighted to be naming superstars each and every week and to be making fantastic phone calls to parents, recognising the achievements of our Year 11. Keep up the hard work. Ms Peacock.

## CAREER ADVICE AND OPPORTUNITIES

**Year 12** have started thinking about what they will do after Sixth Form. In our recent Rise Up day on 1st February Year 12 were introduced to the UCAS (Universities and Colleges Admissions Service) process and discussed their ideas about what they might want to study at university, or if other pathways, such as apprenticeships, appeal to them. This included a live question and answer session with Ms Pennock, Mr Pleasant and Ms Kerr. A separate session was also held for students considering an early entry application to the universities of Oxford or Cambridge and/or for courses in medicine, veterinary medicine/science or dentistry, for which the application deadline is 15th October. Both inside and outside of lessons, the diligence and resilience of the students has been enormously impressive during this very challenging time. Mr Pleasant





# CURRICULUM SUPPORT

## Keyworking and Supporting Remotely *A simple how are you? goes a long way*

The key workers at St. Angela's school are an important source of advice and support for fifty students, but in a time of social distancing and remote working, all keyworkers have adapted and managed to keep in regular contact with their students and support them remotely.

Our students have told us that having their go-to person available, makes all the difference when living in these unprecedented times. As keyworkers we realise that we are needed more than ever in these extraordinary circumstances and we endeavour to be there when students reach out. Students have been able to ask their keyworkers questions on just about any school topic you can think of. Some students may want to express their wellbeing worries as they may be feeling stressed or overwhelmed. Other students may have queries such as: "my Chromebook is not charging", "I need help with maths", "I need help to complete my college applications" or "Guess what miss? I had Dominos at the weekend".

We may not be with you face to face but we are still by your side virtually, providing support whenever you need us!



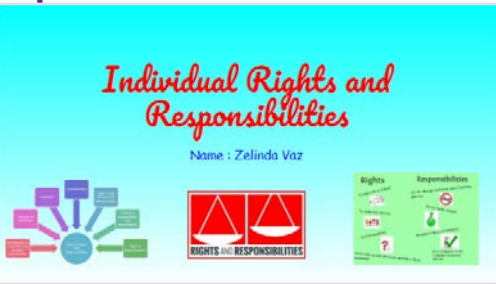
## ASDAN Extraordinary Work During Extraordinary Times!

### Year 10 - Individual Rights and Responsibilities

Our amazing Year 10 students have been developing their intellectual curiosity by investigating "Individual Rights and Responsibilities". Students learnt the importance of their rights as individuals and identified sources of support that can help if they ever feel their rights are being threatened. As we have been working remotely, lessons have been delivered using interactive visuals; web links and Google meets. Students have produced some great work and received lots of rewards for their efforts. Well done ladies and thank you for your hard work!

### Year 11 - Identity and Cultural Diversity

This term our fabulous Year 11 students have been looking at "Identity and Cultural Diversity". Students have learnt about the concept of cultural diversity in their local community and in a wider context. Students have looked at behaving in ways that show respect to different cultures and have produced some fantastic work including an "All about Me" project to explain all the different communities they belong to. Lessons have been delivered using google meets where students have had the chance to take part in group discussions and feed their curiosity by asking questions and debating. Well done ladies!



## AQA Unit Award Scheme – *Keeping the post-person busy*

Our Spectacular Year 10 & 11 students have been keeping the post-person busy during lockdown. Certificates have been continuously delivered to St. Angela's school to recognise the academic achievements of our students during remote learning. Students have achieved the following certificates:

- Rights and Responsibilities
- Ethnic diversity respecting the difference in people
- Exploring equality and diversity

**Different but the Same**  
by Vanessa

We may have different backgrounds,  
We may have different foods  
We may watch different movies  
And go to different schools.

But we all have the same emotions  
We laugh, we sing, we cry  
We all are born as babies  
then live our lives, then die.

Although we may be different  
In colour and in speech  
We all are one big family  
In London, in the East.



# LSU

When we broke up for the Christmas break, nobody realised that we would not be returning to school until March. It was therefore very important that the remote Mentoring Programme was re-established immediately and firmly, with all of the students moving into this term.

Our Mentoring Programme supports the holistic development of each student in our care and we make sure that we talk through all barriers that may be in place affecting their learning and wider well being. Many of the students voiced that as well as the lockdown three rules and guidelines, it was extremely difficult to navigate round constant social media and news broadcasts regarding Covid-19. By far and away the best way to hear about our Mentor Programme is directly from our young people:

*"My mentor knows me so well. When I wasn't talking much in the remote Google Classroom, she knew something was up, but I am not very good at opening up and asking for help. My mentor rang me after I was a bit short during 2 appointments. It was so good to hear her voice! We chatted about how I had been feeling low and what little things I could do to feel better - I hadn't even thought of some of them! It made such a difference!"*

*"I was alright in the first lockdown. But in the second one, I was not in the best of moods. I was not getting up for all of my lessons, my sleep pattern was messed up*

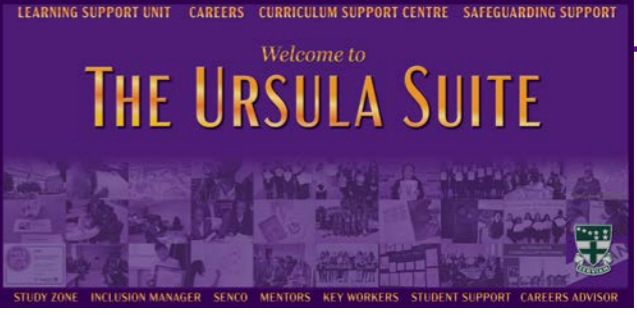
## Computer Studies

Students have engaged daily with the teachers and have produced outstanding work. The Computer Science department would like to thank all the students and parents that have made this possible. However, we are all looking forward to the return to school which will allow us to build upon some of this exceptional work. We have covered many exciting topics in the curriculum throughout this term. Below is a brief overview of what each year group has been doing:

**KS3**  
Year 7 have been looking at how computer systems represent data such as text, images, and sound in binary (0s and 1s), how the different bases are used to allow data to be translated into binary by using conversions as well as how to add binary numbers together.

Both year 8 and 9 have been studying a range of algorithms that can be used to design a program and how computer systems use algorithms to sort and search for data. As well as looking at different types of programming constructs and the code used, they have also been using Python to code and create their own programs.

**KS4** Computer science has been focused on covering the GCSE curriculum. Students in Year 10 have completed looking at system software and the way software can be created, how fragmentation within a hard drive affects the performance of and computer systems and how defragmentation is used to improve the performance. Year 10 have also looked



*and I felt I was falling behind. My mentor called me to talk about what had been going on. There were 1 or 2 key things the school could put in place for me which I didn't even think was possible. By the following week I had handed in my missed assessments and I'm in a much better routine now."*

Our Mentoring Programme has grown from strength to strength during lockdown three and we are super proud of how our mentees have adapted and engaged with Google Classroom touch bases, longer calls for more in-depth learning conversations and Google Meets for the face-to-face interaction when needed. Together with our mentees, we have had a keen focus on working in lockdown from managing time and organisation to strategies for effective learning while at home. We have always had a holistic approach to mentoring and this has been more important now than ever in these unusual times- building an understanding of resilience and coping styles as well as a deeper awareness of self-care and emotional regulation.

at how files are compressed using either lossy or lossless compression. The students have started to develop their understanding of networks and the different types of topologies that can be used within a network as well as the hardware and software needed to create a network.

**Year 11** have been very focused and worked extremely hard in learning the different laws that govern how computers are used. They have explored the ethical concerns of technology, and the internet legal dilemmas such as piracy, hacking and the environment.

Year 11 have also enjoyed the topic on principles of network operation. The students have learned about how data is affected by network traffic and communication. They have developed a solid understanding of how the network is safe from threats of any kinds, and have explored a range of techniques in keeping the network safe.

**KS5** Computer science has been focused on covering the AS curriculum.

**Year 12** have been working incredibly hard covering the second component in the specification. They have developed their understanding of computational thinking, problem solving and programming and have started their project. This requires them to analyse a problem, design the solution and then create software using a high-level programming language to solve the problem based on their design and evaluate the final outcomes.

*Keep up the amazing work you all do!*



**What has been going on in the RE department?**

This has been a busy and exciting term for the RE department with the season of Lent upon us. Many of our lessons have been centred around the theme of service in the wider world as we prepare for the celebration of Easter. Students across all year groups have worked hard during lockdown and produced some fantastic pieces of work.

Here is a taste of what students have been exploring in RE:

**Year 7 - Inspirational speakers**

Year 7 students have been researching and learning about many inspirational figures who have been influenced by their faith to speak out against injustices in the world. Year 7 have really enjoyed learning about the lives and works of individuals such as Pope Francis, Nelson Mandela, Martin Luther King Jr and Mother Teresa.



**Year 8 - Vocation**

Year 8 have spent much of the last term learning about the importance of vocation and what it means to have a calling from God. Students have explored many different vocations and learned that vocations can come in different forms, not just occupations. The idea of parenthood being a vocation was discussed in many Year 8 online classrooms as students learned more about the role of mother and father figures. Students also looked in detail at what it takes to live out a religious vocation in the form of nuns, priests and monks.



**Year 9 - Pilgrimage**

Although we may not be able to travel far during lockdown, Year 9 have virtually visited some exciting places during this past term! Students have been learning about the act of pilgrimage and what it means to make a special journey to sacred religious sites. In our online classrooms we have been discussing what makes a pilgrimage different to a holiday. Year 9 have explored a range of different places all over the world, including the Vatican City in Rome and the ancient city of Jerusalem.

**Year 10 - Judaism**

Year 10 have worked incredibly hard during this past term and have been focusing on the paper two part of their GCSE course as they have been learning extensively about Jewish beliefs and teachings. Students have been busy completing exam practice questions and looking at scripture in their online classes with their teachers. Year 10 have looked at a large range of Jewish teachings this term; they have compared and contrasted some of the key Jewish beliefs about God and examined the different beliefs Jewish people have about prayer, worship and life.



Some of the most precious and memorable moments in the English classroom are when we are teaching great literature which our students are clearly enjoying. Although we are currently not face to face in the classroom pupils in **KS3** have done a brilliant job this term of studying both novels and poems.

**Year 7** pupils have explored the world of street children or "malunde" (Zulu slang for someone living on the streets) as they say in the novel, No Turning Back, set in South Africa in 1994. This was a tumultuous time for South Africa, a country on the verge of its first democratic elections but still reeling from widespread poverty and social instability, only four years since the overturning of apartheid laws that enforced the segregation of white and nonwhite South Africans. Feedback from year 7 shows how much the pupils are enjoying the novel and understanding its context.

Both **Years 8 and 9** have been studying an extensive range of poetry from Shakespeare to Carol Ann Duffy and poetry from different cultures. Year 8 students have been writing their own poetry, reflecting their experiences in lockdown, for example Miss Bajade's class has written a poem, The Song of a 12/13 year old girl stuck in lockdown, inspired by Yeats' Song of The Old Mother.

Here is a brilliant example written by Divinie-Success 8OKPO.

*My body wakes up,  
Another day of pure rough,  
Of what should I do?  
Contradict myself with virtual school?  
But, all the old mother does is tirelessly work,  
That already holds numerous perks.  
Rises at the crack of dawn.  
In this life she is recognised as a useless pawn,  
Though, I do nothing 24 hours  
Now that my time gradually devours.*

**Year 9** have developed their creative writing skills by writing monologues as the characters of the poems. They have stepped into the shoes of a range of characters including the speaker in Maya Angelou's Woman Work.

As you would expect, **KS4** classes have been focused on exam preparation. Both years are currently studying English Language paper 1 developing their reading and writing skills. This work is crucial not only for the exam but also for further study and adult life. Whatever the future holds for our students we realise that reading and writing will be an integral part of it.

Overall, in the virtual classroom our students from Years 7-11 are reading, engaging with and enjoying an impressive variety of texts; they are being thoughtful and creative in their own writing - achievements of which we can all be proud.

Ms Onyemere, Head of English

Our primary focus this term has been on developing our appreciation of the heritage and culture of the countries where the languages we learn are spoken.

**Year 8** have enjoyed devising virtual tours of Paris to share with their classmates and **Year 13** have made use of their daily exercise walk to film local architecture and art and share their commentaries with their teacher, Ms Warden. Similarly, our year 10 GCSE classes have embarked upon the topic of customs and traditions learning about Mardi Gras, Rosentag and El Día De Los Muertos. Ms. Titem-Delaveau has shared her love of baking by offering a compendium of recipes with YouTube clips to follow so that you can't go wrong. ( Lockdown weight gain guaranteed!)



Although live music has been sadly missing from our lives, our **Year 12** Spanish students have nonetheless been able to enjoy learning about a plethora of genres from the Hispanic world, ranging from Joan Manuel Serrat and Rosalía to Mecano and La Casa Azul, and have used this to deepen their appreciation of the spoken word.

We are especially proud of the way in which our classes have worked so diligently, following screencastify instructions and Mote comments on returned work to ensure they continue to improve and develop their skills. Being able to play interactive games as starter activities and share comments in the Google stream has enabled us all to stay in touch and we thank everyone for joining in. Nonetheless, we are really looking forward to welcoming our vibrant, enthusiastic linguists back to school once more.



## Maths

### Key Stage 3

Over this term our brilliant **Year 7** students have been studying algebraic expressions. They have been learning to simplify, expand and factorise algebraic expressions. They have also been looking at number theory and the fundamental theorem of arithmetic which states that every positive integer can be expressed as a unique product of prime factors. This is an important step in students' understanding of numbers as it tells you what numbers are made of and, more importantly, how important prime numbers are in mathematics - they are the building blocks of all integers.

**Year 8** have been building on their understanding of triangles. Having explored Pythagoras' theorem in Year 7, they have now looked at the relationship between the angles and lengths of triangles through the study

of trigonometry. Trigonometry is such a vast topic in mathematics. Indeed, students are still studying it in Year 12 and 13 Maths and Further Maths. So it is exciting that our Year 8 students have taken the first steps on this fascinating journey.

**Year 9** students have been studying similar shapes looking at how to find missing lengths, areas and volumes on shapes that have been enlarged. They have also been looking at different statistical graphs and charts. In studying scatter graphs, students have learnt to determine if there is a relationship between two sets of data. They have learnt about the concepts of interpolation, extrapolation and the impact of these on the reliability of predictions made using the line of best fit.

### Key Stage 5

**Year 12 and 13** have been working hard towards completing the course and preparing for exams. However, as part of the Maths KS5 Scholarship Programme, students from Year 12 and 13 have also been completing weekly maths challenge problems. These are posted every Monday by Ms Vasu posted and students have a week to come up with their solutions. These problems challenge students' lateral thinking and are a great way to improve their problem solving skills in Maths.

### Example problem and solution

Problem: I asked my neighbour how many grandchildren he had. This is what he replied:  
"Well, I don't exactly know - lots. What I know is that when I saw them last week, they all had different ages. Curiously, the sum of their ages was precisely my own age - that is 73. I discovered that no other set of numbers whose sum is 73 has a product greater than the product of my grandchildren's ages."

How many grandchildren does my neighbour have?

Solution by Rachel Omaka (12Clift):

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 + 11 = 66 \text{ (too small)}$$
$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 + 11 + 12 = 78 \text{ (too large)}$$

We need 73

$$78 - 73 = 5 \text{ ( need to remove 5)}$$

Remove the number 1 as it will not make the product bigger.  
Remove 4 to make the sum 73

Therefore,

$$2 + 3 + 5 + 6 + 7 + 8 + 9 + 10 + 11 + 12 = 73$$
$$2 \times 3 \times 5 \times 6 \times 7 \times 8 \times 9 \times 10 \times 11 \times 12 = 119,750,400$$

The neighbour has 10 children aged 2, 3, 5, 6, 7, 8, 9, 10, 11 and 12

### Key Stage 4

**Year 10** has been studying the branch of mathematics that looks at the likelihood of an event occurring - probability. They have been extending their understanding to look at the concepts of independence and mutual exclusivity. These are key concepts within probability but also help students to further develop their ability to reason mathematically and think logically.

**Year 11** has been working hard to complete the course content and revise for exams. They have been completing weekly practice papers and reviewing their performance question-by-question on an online review sheet. This has allowed students to clearly identify and track areas of strength and areas of improvement. We are very proud of students' engagement in these weekly practice papers.

## Geography

As always, this term our Geographers have continued engaging with a range of topics and places around the world as they have broadened their horizons to learn about coastal landscapes, tropical rainforests, earthquakes and volcanoes, the history and developments of London and global health. We have been incredibly proud of their hard work and are excited to share this with you.

### KS3

**Year 7** have enjoyed learning about the UK coastal landscape to answer the key question - what happens where the land meets the sea? They have explored the physical and human processes occurring at coastlines to consider how their coast is impacted by them and what can be done to protect our precious coastal communities. They finished the unit by completing a coastal diorama. We had many fantastic submissions.



**Year 8** was introduced to one of the most valuable and ecologically important resources available to us - the majestic tropical rainforests of the world. They discovered why tropical rainforests are so valuable to us and why it is important that we protect them for future generations. They dove a little deeper into a study of the world's largest tropical rainforest, the Amazon, to discover how human activity is impacting the environment and what can be done to protect it. Like year 7, they also finished the topic producing some fantastic dioramas on the flora and fauna of tropical rainforests:



### KS4

Our GCSE students have been hard at work to ensure they continue their progress on the curriculum. **Year 10** has been looking more closely at London to explore its national and international significance, how it has changed over time and how it continues to adapt to new challenges. **Year 11** have really pushed themselves and have now completed all the content of the GCSE in time for their mock exams. We wish them all the luck in the world!

**Year 9** had the opportunity to learn about some of the most powerful mechanisms on our planet - plate tectonics. They discovered the reason why we have earthquakes and volcanoes on earth, how these can affect us both positively and negatively and finally what can be done to minimise the negative impacts of earthquakes and volcanic eruptions. They also finished the topic by producing dioramas, this time on the structure of volcanoes:



### KS5

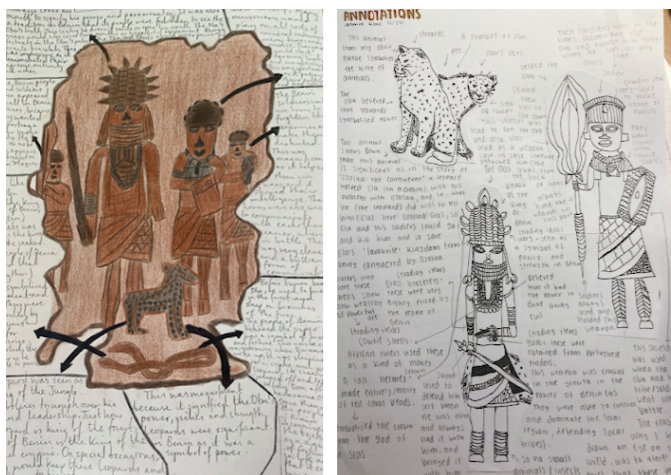
Both **Year 12 and 13** have been excellent in the face of a difficult 2 years. This term they showed great resilience and determination to ensure they continue their progress. Year 12 finished a topic on hazards before beginning a new topic on changing places, whilst year 13 completed their final topic on population and the environment with a focus on the nature of global health - an opportune moment, given the global pandemic we are in!



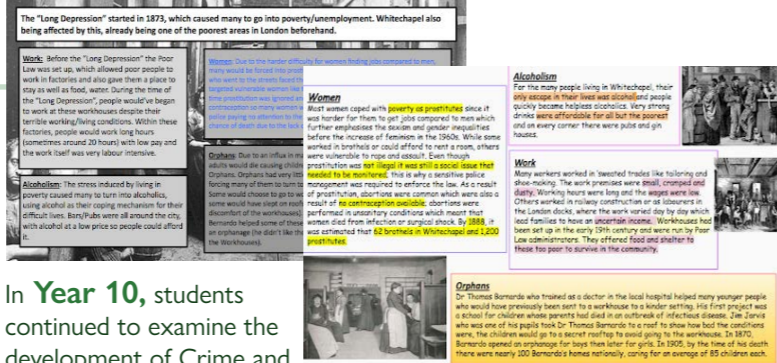
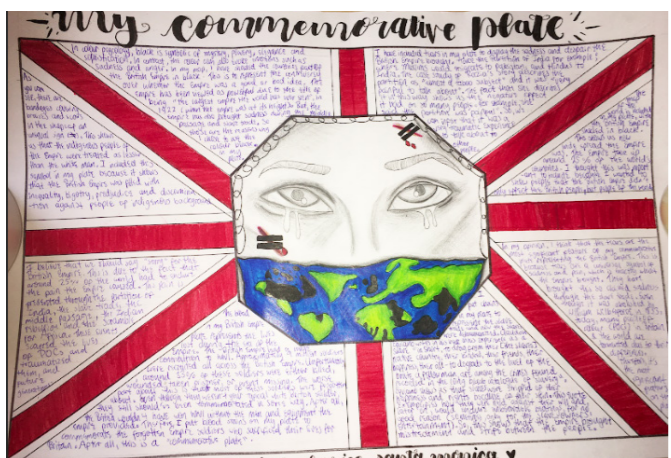
# History

This term students in History have continued to really explore the past and had the opportunity to develop their historical skills (including opportunities to practice extended writing) through a rich diet of History, covering both British and global history spanning the last thousand years. The commitment from the students has been so impressive and they have produced excellent pieces of work.

In **Year 7**, students had the opportunity to travel back to Medieval Baghdad in Iraq and explore the wonders and beauty of the Islamic Empire. Students explored the unique design of the city, the different products that could be bought in the markets and the discoveries made in the city that still exist today. Whilst in **Year 8**, students investigated the Benin Empire in Africa (roughly located in modern day Nigeria) in the 1600s. Students discovered how artistic, unique and powerful the empire was. Students explored some of the stories of the Benin Empire, key symbols within its impressive art, leading students to consider whether the Benin Bronzes which are held in the British Museum should be returned to Nigeria. Students also had the opportunity to create their own Benin Bronzes to demonstrate their understanding of this glorious empire.



In **Year 9** students concluded their study on the British Empire with many students creating impressive empire plates to demonstrate their personal attitudes towards the British Empire. They then moved on to examine the impact of WWI on different families and the legacy the conflict had on Britain and the world.

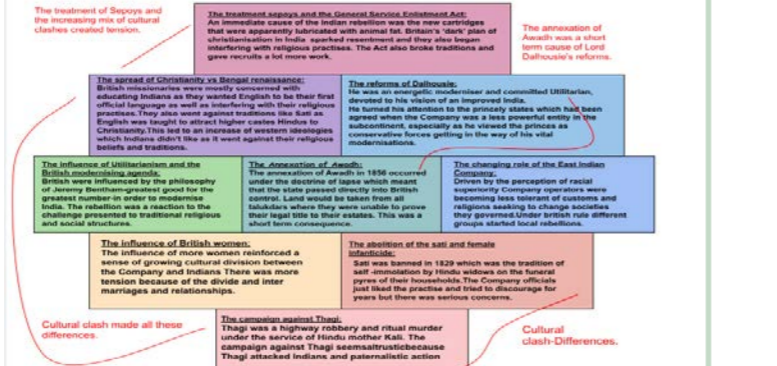


In **Year 10**, students continued to examine the development of Crime and Punishment over time. In particular, students focused on Whitechapel and they had the opportunity to create impressive crime boards on the area and the problems that existed in Whitechapel.

In **Year 11**, students have focused on the impact of Nazi Germany on ordinary people in the 1930s. So, students examined Nazi policies towards women, children and minority groups. Students really developed an understanding of how the Nazis affected people's lives and introduced policies to ensure that the Nazis remained popular despite tightly controlling society and verbally and physically increasing attacks on opponents of the state.

In **Year 12**, students have begun to explore 20th century American History. In particular, there has been a focus on the boom years of the 1920s. This has included the causes of the boom (where students created Google Jamboards to demonstrate their understanding of the topic), the impact of social changes (including the rise of the Ku Klux Klan, the introduction of Prohibition and the rise of gangsters) and cultural developments.

Finally, in **Year 13** students have explored a range of different case studies relating to the British Empire. In particular, students have examined how Britain was able to maintain control of Canada following two serious revolts, the causes and consequences of the Indian Mutiny and the entry of the British in North Africa resulting in the European Scramble for Africa, the legacies of which are still felt today.



# Politics

Well, what a year for people with an interest in Politics. Whilst face-to-face politics lessons may have ceased, politics certainly hasn't.

The Year 13 students – who are studying US Politics this term – are certainly not short of source material. During the last days of Trump's Presidency (or his first Presidency? Who knows?) I was literally rewriting lessons daily. For example, as far as I am aware, Congress had never previously been overrun by an armed group led by a bare-chested man wearing a 'buffalo hat,' who apparently still lived at home with his mother...

As a Politics teacher/student, whether you agree with his politics or not, Trump is a gift for the subject. Trump's previous life as a television presenter is apparent in his ability to communicate effectively. Trump's announcements manage to be both informative of his political intentions and memorable – the students have made excellent use of Trump's unique approach to his role and current affairs in the US this term in their essays.

The upside of the current situation is that online opportunities have expanded, and the politics students have had the opportunity to engage in free webinars at the Adam Smith Institute and virtual tours of Parliament. As several of our students are expressing an interest in moving on to a career in politics – one of our Year 13 students has already worked with Stephen Timms to campaign for more support for students during the current pandemic - attending events such as those provided by the Adam Smith Institute present fantastic, eye-opening opportunities.

The Politics department is looking forward to actually resuming our usual visits to the Marx Museum, etc but we certainly can't complain about the subject being dull at the moment. As the events of this year have shown, from mask-wearing to school closures, the personal certainly is the political!

# Drama

This term, students in Year 10 have been working towards their first practical exam. They have been doing all of the research and devising creative ideas in preparation for their return. We look forward to the incredible pieces of theatre that they will create as a result. Students in Year 11 have been working on their final practical exam monologues which are all fantastic, challenging pieces of theatre - We are so proud of them and know that their final performances will be OUTSTANDING!

Students in Year 12 have been to see a production called 'Consent' at the National Theatre - a gripping piece of theatre. This 'tense, entertaining modern-day tragi-comedy' takes a searing look at the law whilst putting modern relationships into the dock.

The Drama department has been working with students at KS4 and KS5 to create exciting opportunities in this new world of Virtual Theatre. With 3 virtual trips to the theatre, Students in Year 11 have enjoyed a trip to see Wicked! They enjoyed the dramatic tension, comedy and tragedy from the comfort of their own homes!



Students in Year 13 have been to see a production of Hedda Gabler. This is a play that they are currently studying and they felt incredibly fortunate to have been able to watch this production live from Bristol in the comfort of their own







The students at St Angela's have worked incredibly hard in Science during this uncertain period. A big 'thank you' to those who have engaged daily with the teachers and have produced fantastic, quality work consistently. We are very much looking forward to returning to school and celebrating British Science Week with a class full of students! To celebrate International Day of Women in Science on 11th February 2021, students were asked to identify pioneering women in scientific careers in the format of a poster. Students needed to identify their passion, education, challenges and persistence to develop a future for all young women out there. We had some very interesting entries where students covered jobs in: Nursing, Biochemistry, Epidemiology, Astronaut, Engineer etc. Below are the entries and winners of the KS3 International Women in Science Competition. Well done to all those who participated, winners shall receive their prize in school.

Year 7 - Tara



Year 8 - Anitra



Year 9 - Leoni Annang an interactive poster



Maame

My aunty, who lives in America, is a nurse. As the covid cases rose, her ward was converted into taking care of covid patients. This means that she is close to covid patients nearly everyday. This is a huge inspiration for me because rather than complaining, she goes to work everyday helping save peoples lives.



International Day of Women & Girls in Science

Tara

I interviewed my mum who's a nurse. Being a nurse is kind of like being a scientist or example if you are a nurse. You most likely take the course 'Human Science'. They also sometimes provide the diagnosis and treatment. Now for the interview.

Question 1: What do you like about nursing?

Response: 'I like healing people and putting smiles on their face'

Question 2: Why did you choose to work here?

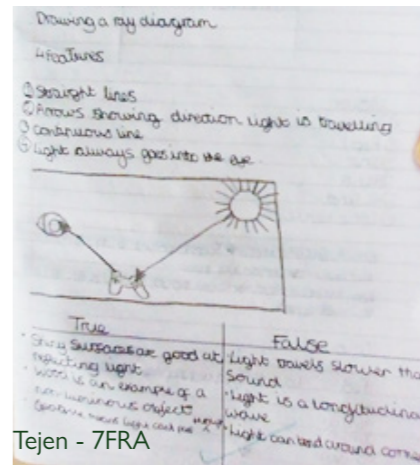
Response: 'The people here are extremely nice and using all the new equipment, persuaded me to come work here.'

Question 3: What do you want to say to all the children who want to be a nurse but are discouraged?

Response: 'It might feel hard to do, but at the end of the day it's worth it because the happiness you feel in the process of working is priceless.'

We have covered many exciting topics in the curriculum throughout this term. Below is a brief overview of what each year group has been doing:

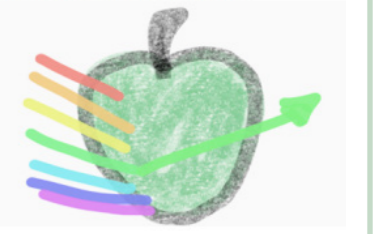
**Year 7** have focused on Physics and learned about sound and light before the half term. They are now moving onto the next topic, acids and alkalis. "Science is one of my favourite subjects. It's really interesting to learn especially when I haven't heard of the title before. I also like it because it develops my understanding!" -Chinonyerem Aghanya 7SEA "Science is good, and I rate this topic 8/10 because it's fun and sometimes in life people don't even pay attention to these things." -Durva Sharma (7DIA)



Tejen - 7FRA

The colour an object appears depends on the colours of light the object reflects.

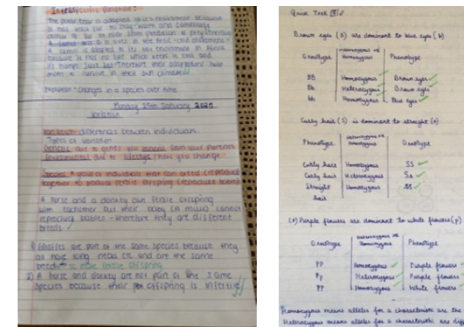
A red car appears red because that's the colour that the object reflects. Objects appear black because it doesn't reflect any colours and absorbs light. Violet has the highest frequency in the visible light spectrum.



The three primary colours are red, green and blue. The three secondary colours are yellow, magenta and cyan. Blue + green = cyan

Joanna - 7CAV

**Year 8** have covered the Biology topic variation, inheritance and evolution. The students have engaged with the content really well with some brilliant discussions taking place online. We will be moving onto breathing, digestion and waves.



Maria 8BUR

Anitra 8WAN

Daniela 8RHO

**Year 9** have been learning about Marie Curie and her contributions to the study of Chemistry, which includes atoms, the periodic table and chemical reactions. We are now moving onto Physics and looking at the scientist Maggie Aderin-Pocock and her contributions to Physics.

electrons are negative charge with a mass of  $\frac{1}{1836}$   
Protons are positive charge with a mass of 1  
Neutrons are neutral charge 0 charge with a mass of 1

if there are 10 electrons in an atom



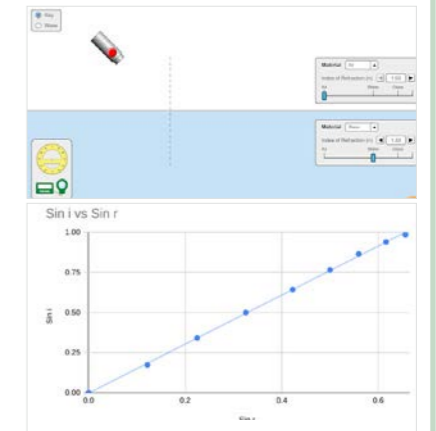
if there are 13 electrons in an atom



Brianna 9KEN

**KS4 Science** has been focused on covering the GCSE curriculum. Students in year 10 have made progress on covering key areas in Physics, forces, and particle model of matter. **Year 11** are focusing on reviewing paper 2 content in preparation for the upcoming mock exams, with regular quizzes to assess their knowledge and understanding. The quizzes have proved extremely useful in helping students identify areas that require more work. We are very proud of the engagement and dedication shown by the students in their revision, especially those who have regularly been communicating with the teachers to further their understanding in Science.

**Year 12 Physicists** have continued to develop their practical skills - even though they have not been in a lab it has not held them back! During the study of waves, students investigated refraction through the use of an online simulation. Students collected data and plotted a graph to determine the refractive index of glass. Further analysis was done by calculating the percentage error and identifying random and systematic errors to validate their hypothesis.



**Year 13 Biology**

Year 13 Biologists have been working incredibly hard during this period of remote learning. They have been studying current curriculum content and bridging topics in preparation for the next stage of their education journey. They were given an assignment based on one of Mr Mason's science heroes, Dr John Harbison, who was the state pathologist in Ireland for more than 30 years. Mr Mason saw him speak live in Trinity College Dublin when he was in his second year of university and he made a lasting impression on him (Dr Harbison passed away in December 2020).



# Food Technology

I was impressed to see outstanding work being completed and submitted on time. Throughout the lockdown all key stage 3 Food classes were provided with different booklets online, which supported student engagement with the tasks. The booklet was designed to assist in ensuring that key curriculum items were covered. Food Technology requires practical activities to enhance the students' understanding of the subject. Practical online activities were introduced and most students embraced it - as a result, a variety of outstanding savoury and sweet food products were produced! My gratitude goes to the families and all those who supported the students with being able to continue to produce some excellent work.

I thank all the students for their efforts. As I have acknowledged, the students have shown real dedication to continuing their learning during such challenging times; you have used the opportunity to engage fully with the online learning resources.



Ms Uzowuru, Food Technology

## RESEARCH - FRUITS AND VEGETABLES

Fruits and vegetables contain important vitamins, minerals and plant chemicals. They also contain fibre. There are many varieties of fruit and vegetables available and many ways to prepare, cook and serve them. A diet high in fruit and vegetables can help protect you against cancer, diabetes and heart disease.

## WHY EAT FRUITS AND VEGETABLES?

Fruits and vegetables are a good source of vitamins and minerals, including folate, vitamin C and potassium. They're an excellent source of dietary fibre, which can help to maintain a healthy gut and prevent constipation and other digestion problems.

## HOW MANY PORTIONS OF FRUIT AND VEGETABLES SHOULD WE EAT A DAY?

Eating five to nine servings of fruits and vegetables per day. Experts say 10 servings a day may seem like a lot, especially for people who don't like the taste, texture, and smell of fruits and vegetables, but there are ways to work them into your routine.

By Tiffany

NAME: Laiba Dar  
FORM: 8 WELLS

### Hazard Prevention

Understand the Food Technology room and try to identify where some hazards exist and suggest a way to prevent the hazard using full sentences.

Hazard	Prevention
What could be dangerous?	How can you stop/prevent the hazard?
Wet floor	To prevent anyone from slipping, spills must be cleaned up using a mop.
Busy counters	Keep them clean by constantly washing dishes and putting them away so nothing breaks.
Hot water	Moderate the temperature so you don't burn yourself.
Loose Cables	Keep them trailing away from your workspace so you don't get tangled which can cause you to get electrocuted.
Fire	Be careful with open flame since it can burn you and damage muscles and tissues in your hand.
Metal in the microwave	Keep metals away from the microwave to prevent fires.
Bags not tucked under	Keep bags tucked far under desks to make sure you don't fall.
Over crowding	Only keep 1 person at a stove at a time and keep away from busy areas to prevent injuries.
Food not being stored at appropriate temperatures.	It's important to keep food at the appropriate temperatures to keep them safe so keep an eye on what it should be.

### HEALTH AND SAFETY IN FOOD TECH!

**WAYS TO STAY SAFE:**

- One of the most important things you should do is always wash your hands before cooking so that you don't spread any of the bacteria on your hand to the food.
- Use different chopping boards to avoid cross contamination with cooked and raw ingredients. This would also avoid food poisoning.
- Always use a clean surface when cooking and also make sure all the equipment you are using are clean to avoid bacteria on these surfaces.
- Don't use spoilt food as this can cause an upset stomach. Spoilt food can be avoided by not leaving outside instead put it in the fridge and don't use expired stuff either.

**STAY SAFE AND HEALTHY!**



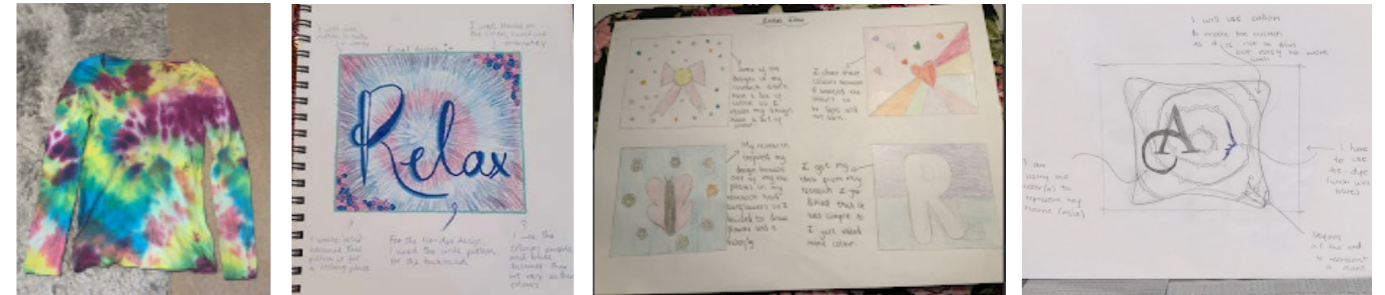
# Textiles

As always it has been an exciting term for Textiles as students have continued to develop their creativity, knowledge and skills to produce some original and unique designs. We have been especially impressed with the level of effort and commitment the students have put in. Below is just a small selection of

some of the many outstanding online submissions we have had!

**Year 7:**  
Our new rotation of students have been exploring where cotton comes from, how to complete tie-dye and producing a range of stunning design work for a cushion!

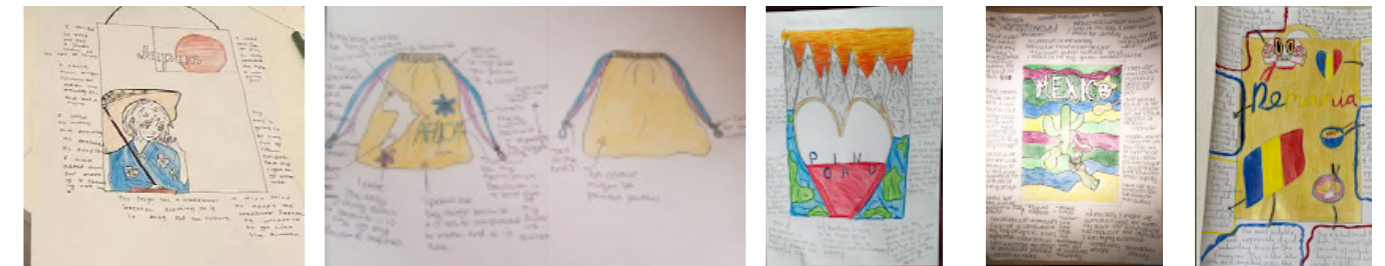
"During my time in textiles I have learned many things, which I will need to know for many aspects of my life. Since I love drawing and creating items this subject gives me a chance to show and improve my ability. I have really enjoyed my Textiles journey so far!" - Aniela (7WRI)



**Year 8:**  
Have continued to explore a variety of countries and cultures to help inspire their bag designs. They have learned about a range of hand embroidery techniques, sustainable fabrics and watched Youtube videos on how to sew a bag.

"I like Textiles because it helps me interact with my creative side a little bit more than usual. I particularly enjoyed the lesson where we evaluated two different tote bags as it helped me work out what I like in a design"

Priscilla (8WAN)

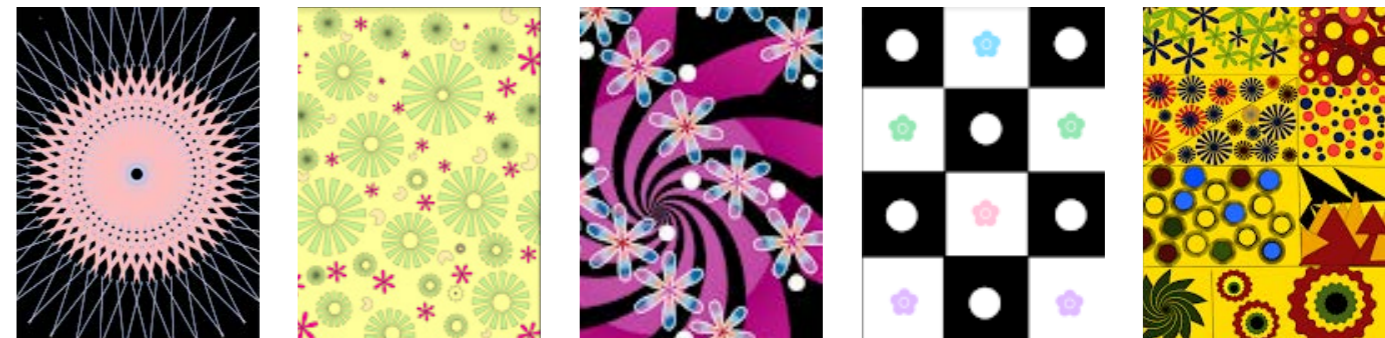


**Year 9:**  
At the start of this term students created some outstanding timelines, demonstrating how fashion has changed over the last 100 years (check out their work on Weduc!). Since then, students

have studied a designer to help inspire their own design work which they created on their chromebooks using the software Sketchpad.  
"It has been fun doing Textiles online, I have enjoyed designing on Sketchpad

and exploring the different materials and equipment used. I have also enjoyed learning different techniques and ways to improve my work each lesson."

Oluwatosin (9TRU)



**Key Stage 4:**  
Our Key Stage 4 groups have been continuing to build upon their theoretical knowledge throughout this term. They have learned about a range of designers, studied a high street fashion company and written some compelling letters to Primark to persuade them to be more environmentally friendly!  
"I have loved learning about the different textiles materials and the process of how these materials are harvested. I'm looking forward to learning more techniques which will enhance my abilities in the future." - Madelina (10JOH)

Well done to all our students on their fantastic work this term!



# Design and Technology and Product Design

This term we have been focusing on enhancing our skills for working outside of a workshop environment in Design & Technology. Alongside the regular projects the students have explored other competitions and activities using the resources they have at home.

**Year 7** have been working on the Design Museum Ventura challenge to design a product for the museum gift shop. They have submitted their entries to the judges and hopefully we will see some of their products going through to the finals in the coming months. They have also looked at a new "Redesign Project" where they were redesigning a product (everyday household objects) to be used by someone with specific needs.



**Year 9** were challenged to redesign their kitchen at home by looking at a classic designer who revolutionised the modern kitchen layout and design. They also focused on a series of new lessons exploring the designs for a product that a paratriathlete might use. They have worked very well to complete their designs for the Memphis clock project as well.

**Year 8** have also entered the Design Museum Ventura challenge; to design a product for the gift shop. They have also focused on design in the natural world and how we have created products that "mimic" nature. "What I enjoyed the most about this particular tech class is the chance to learn about new things like biomorphism and biomimicry, and learning how to sketch out efficient designs." - Rebekah, Year 8

**Customise your mask**  
So, I have designed a customisable mask. It is basically a white mask, with the connecting strings separated so you can add colour to it or string beads. There are clippers so you can attach the strings with ease, along with paint and rubber bands for efficient tie-dyes. There is also a manual full of ideas, along with a beaker, stirring rod, and dropper. The strings and clippers are removable so beads can be removed if required to wash.  
Age group: 7-10

**Desk Lamp**  
This is a desk lamp, and it is placed on desks. You can use it while you're supposedly working, or reading. The direction of the light can be adjusted since the wiring that holds up the light is bendable, providing the personal preference of light adjustment by the user.

**Room Lamp**  
This is a floor lamp, and it is held up by an extremely long metal pole. It has a plastic holder, followed by another white plastic cone, where the lightbulb is placed inside. The on/off switch is wired up to the middle of the pole, with the wires extending down to the bottom, where the plug can be connected to a socket to light up.

**Table Lamp**  
Over here, we have a table lamp, where you could keep it on your bedside table. This has a sort of elastic pull switch, which can allow you to turn it on and off. It also has an outer covering, and since it is coloured it will sort of dim the light in the colour of the covering, filling the room with a

**Year 10** are working towards creating their second practice project and have been investigating and designing a "Gadget Stand" (mostly mobile phone based). They have rendered some amazing sketches and we will be manufacturing them when we are back in school.

**-3D Models-**  
I designed a 3D model on a computer because I don't have a 3D printer and I don't have a 3D printer version of my possible phone stand. I also help me think about how the product would look like, for example, how tall it can be and the material that I use for the main part of the stand.

**-Design Ideas- (scan in later...)**  
This back stand to be made of wood. This is an overall simple design that is made of wood and plastic. It is a good design because it is simple and easy to make. This stand is made of wood and plastic. It is a good design because it is simple and easy to make. I really like this design because it is simple and easy to make. I think it is a good design because it is simple and easy to make.

**Year 11 & 13** have focused on completing the NEA folders ready to manufacture their products when we return to school. Overall, in the virtual classroom environment our students from years 7-13 are fully engaging with the new challenges and design tasks that have been presented to them, and managed to produce amazing work with the limited resources they have access to - well done!

# Art

Our artists continue to impress as they develop work which demonstrates their skills, knowledge & understanding. Students engaged well with the online programme delivered throughout the period of school closure and as a result, were well prepared to engage with practical outcomes on their return to school.

As a teaching team, we are impressed with our students' research and practical skills - also their excellent organisation. There have been many outstanding online submissions this term, which has made it difficult to select works to include in this edition of the school newsletter, however; here are just a few to celebrate the students' excellent achievements.

**Year 13:** Sharmin

**Year 12:** Gabrielle & Paula

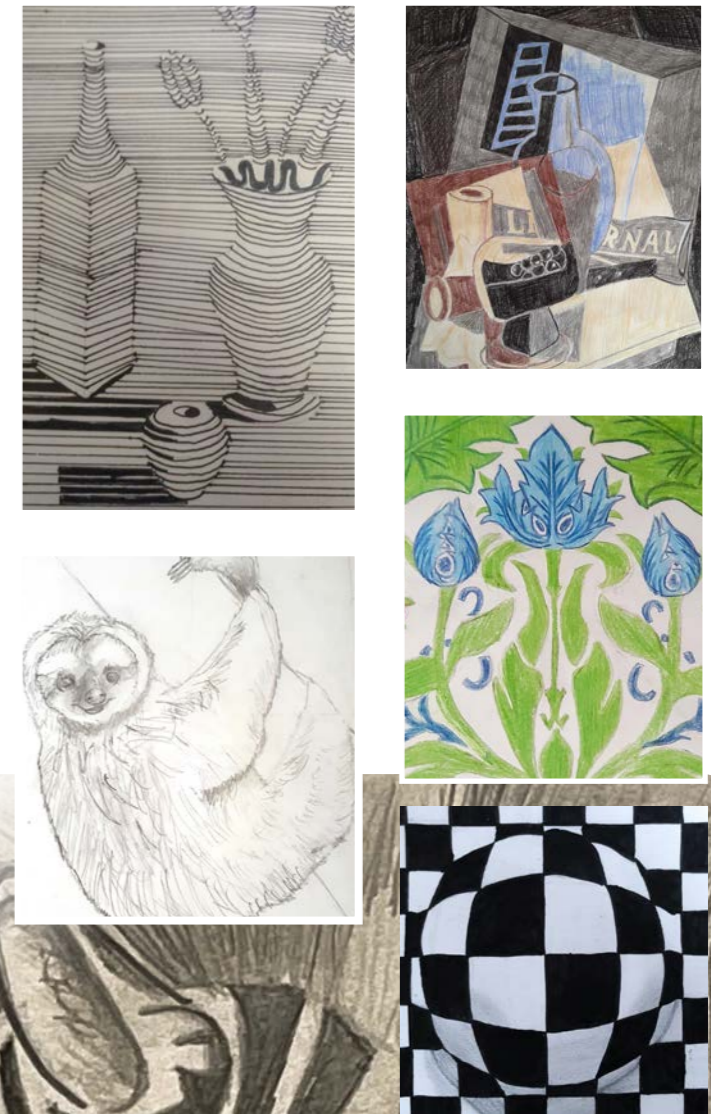
**Year 11:** Nina, Alicia, Ellyce, Arielle & Alicia

**Year 10:** Djemaliye, Ruby-Mai, Linina, Eryka, Chelsea & Genevieve

**Year 9:** Rachel, Carla, Nicole & Darcey

**Year 8:** Catherine, Rebekah, Chyna & Ariella

**Year 7:** Merryn & Erika



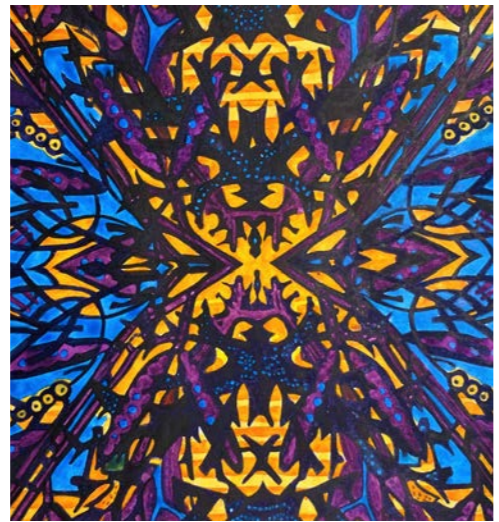
Year 7 & 8



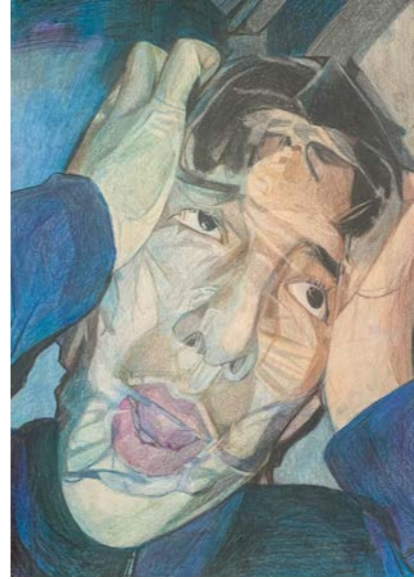
Art



Year 9 & 10



Art



Year 11,12 & 13



## Economics

Our young budding economists have continued to strive and take the world of economics by storm. We are very proud of the way our pupils have got to grips with this new language of economics. They have written outstanding essays arguing the best ways to solve some key national issues including internalising the externalities from pollution and how best to manage the NHS to keep it afloat. Our young economists have been persevering and have demonstrated a great desire to continue making progress and understanding very difficult concepts while learning from home during this demanding term.

During this term we are proud to say our students have made great progress in their understanding of macroeconomic concepts. In particular our sixth formers have excelled in their hunt to understand international economics and how interdependent global economies have become in the last decade. Our economists have also assessed the impact protectionism and trade liberalisation have had on our livelihoods. Inevitably, they could not avoid discussing both Brexit and Covid in regards to the economic impact felt all over the world. The skills our students have gained during this term will be invaluable to their future success whether it be in the field of economics or not. We are proud to have such a resilient group of students in our department who should be proud of their achievements and progress this term.

## Business Studies

This has been a busy and challenging term for the department. Our students have responded well and learning certainly continued over the lockdown period. There was a focus across all year groups on grades improvement through the deciphering of command terms, the use of essay structures and the use of AJIM to improve evaluation essays. As a differentiation strategy, students in years 10 and 11 were issued with virtual essay mats to support their essay planning. Additionally, case studies were used to improve students' wider knowledge and context writings across all groups. These strategies have helped to raise attainment and progress across all year groups.



Evaluation paragraph

<b>A</b>	<b>Answer</b> (use the hook)
<b>J</b>	<b>Justify</b>
<b>I</b>	<b>It Depends</b>
<b>M</b>	<b>Most Important Reason</b>

Here is a quick overview of what our students have been doing.

**Year 13**  
The year 13s completed Theme 4, Global Business, remotely. A topic in itself a challenge for most students but this group responded well and completed the exercises to the highest standard. The use of technology to deliver lessons and associated software to measure progress including Seneca learning was duly embraced by all students. This group also completed timed essays online during live lessons, followed the rules and performed above expectations.

**Year 12**  
This year group has stuck to the task and followed the scheme of learning throughout the lockdown. An astute group of students who have great resilience with a clear mindset of what and how they want to learn. This has benefited the group with regards to their work ethics and independent learning. The use of the chrome book and the utilisation of additional online educational software have helped the entire group to mature as individuals and become more resilient learners.

**GCSE groups (years 10 and 11)**  
As in other subjects, the year 11 Business Studies students last had a face to face lesson at the end of November 2020, they completed their mocks in December, finished off their learning during lockdown and would have returned to a second mock exam in March. I applaud this group for their dedication, drive and resilience. Their level of attainment to date is testament to how well they applied the extension and differentiation strategies to improve their attainment and progression grades. Meanwhile, the year 10s have shown a mature approach to the challenges of studying this new subject. They have adapted well with the change from using exercise books to digital google folders; learning of new concepts, accessing new knowledge and the valuable development of their subject literacy and numeracy with great patience and open mind.

## Music



**Year 7 Music:** For this term, Yr7 developed their understanding of the Orchestra, learning about the instruments of the string, brass and woodwind and percussion family, and the special techniques that musicians have mastered to enhance the sound these instruments produce. They also recorded performances of Beethoven's Ode to Joy and Pachelbel's Canon

**Ode to Joy - Green Strand**  
Octave = 4  
2nd half of Melody

**Year 8 & 9 Music:** Students developed their compositional skills, producing their own riffs on Bandlab creating drum patterns with fills, catchy bass lines, chords and riffs. To understand the components of effective music, earlier in the term they recreated existing songs such as Dance Monkey and Billie Jean. We were really impressed by many of these tracks and look forward to sharing the best ones to the rest of their year group.

**Blue Strand: Fuller Chords**  
Step 5. Piano 3

**Africa - Toto**

**5. Key Signatures**

Whilst it has been nice to work on the theoretical side of music, we are looking forward to performing and creating music together as a group, and restarting our choirs and orchestra as soon as we can!

**GCSE and A-Level Music: Yr10-13** developed their Music Theory skills working from Grade 1 to Grade 5 and strengthened their knowledge of the Elements of Music. They all developed their understanding of Western Classical music through performance and listening utilising the Music Department's theory site and the resources such as Focus on Sound. The GCSE students also developed their understanding of Pop Music from the 80's whilst the A-Level students focused on Musicals such as Les Miserables and West Side Story

## Sociology

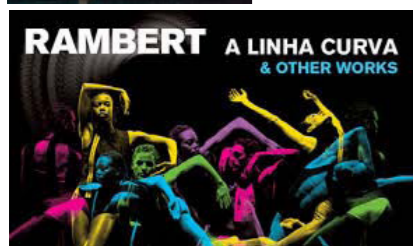
Our young Sociologists have shown their dedication to this social science by continuing to apply their knowledge to social issues. We are seeing in lessons that students are developing higher order thinking skills. For example: In **Year 10**, students are studying Families, here they are discussing the impact lockdown may have had on gender roles within the family. **Year 11** are completing the topic Social Stratification. We have had excellent contributions from students discussing wealth distribution and the impact on society. All classes have been engaging in intelligent debates. The department has been utilising ICT to ensure quality remote assessment, we are pleased to say that students have responded very well.



**GCSE Dance**

This term in GCSE Dance we have had practical as well as theory lessons. In our theory lessons we learned about the importance of physical and mental skills when performing and rehearsing.

We have looked at two professional dance works - Shadows by Christopher Bruce, performed by Phoenix Dance Theatre and A Linha Curva by Itzik Galili performed by Rambert Dance Company. We studied how the use of lighting, set/staging and props all contributed to the choreographic intention of each work. Vitalija said, "I enjoyed analysing famous pieces and comparing them to my current skill set so I have clear goals to work towards".



By Shedie, Jannet, Shallet and Vitalija

We have been very lucky to have online lessons on zoom with Ms Jarvis and Ms Jasmine, these lessons were very helpful for us to focus on our physical skills such as alignment, extension and coordination. In addition to this we created our own pieces of choreography which we all enjoyed and it helped to develop our creativity in dance. The practical lessons enabled us to apply skills we learnt in a theory lesson and we found it easier to recall certain information as we went through the class.

By Shedie, Jannet, Shallet and Vitalija

**GCSE PE - Year 11**

Year 11 students have finished their GCSE course content during the lockdown. They have had lessons looking at commercialisation of sport and physical activity, ethical issues and health and fitness. They also took part in 6 week circuit sessions in which they could apply their previous knowledge from Fitness Training to reap the benefits of training regularly. More recently the class have looked at exam technique in preparation for their mock exams.

Maria commented, "In lockdown for GCSE PE, I liked that I still got a sense of one-on-one teaching although we had live Google meetings, which allowed me to ask questions and helped me remember the knowledge better because I wasn't just reading from a powerpoint. I've picked up some exam techniques, such as reading the question carefully and not putting a point that has already been given because you'll lose a mark if you do, which is a common exam error."

**GCSE PE - Year 10**

Lessons have consisted of a mixture of theory and practical topics with Fitness Training being the focus. Here are the thoughts of some year 10 students:

Chantelle said, "I've learnt many things during this lockdown, for example the different components in

*fitness and the reasons why people do fitness testing. I really enjoyed this because we were learning something new and useful for GCSE PE. I also liked how we went in depth of what a circuit is as before I only knew it as a station of exercises but now I know that it can be used for a specific sport and focused on different muscles and components of fitness".*

Benedicta commented, "During this lockdown period, I have really enjoyed my PE lessons and learnt so many things that are beneficial and also informative and interesting. We have learnt about Physical training in our theory lessons held by Ms Jarvis and different aspects on this topic such as continuous training and sport/FITT which stands for frequency, intensity, time and type. I really like how we get detailed explanations from our teacher on what to do every lesson as it helps us to understand and complete the work at high standards. I also enjoyed the practical lessons held by both Miss Fearon and Ms Jarvis as it helps us to stay fit and I've learnt how to take part in a circuit training which is beneficial to do and has become one of my routines that I must do every week. Overall PE is one of the lessons I have sincerely enjoyed".

Ruth said, "One thing I have learnt is the components of fitness and how to link sport and physical activity to the required components of fitness. I have also learnt about how to adapt and compromise my circuit training due to the current world events whilst still doing it effectively. The thing I enjoyed most was learning about fitness testing and the reasons it is done".

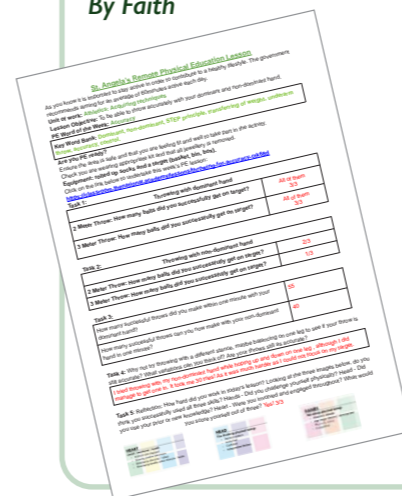
**Core PE - KS3**

We all know that in order to stay healthy and to maintain positive well-being we need to regularly take part in physical activity. We also know that this can be harder to do during a National Lockdown! But that hasn't stopped our pupils at St. Angelas!

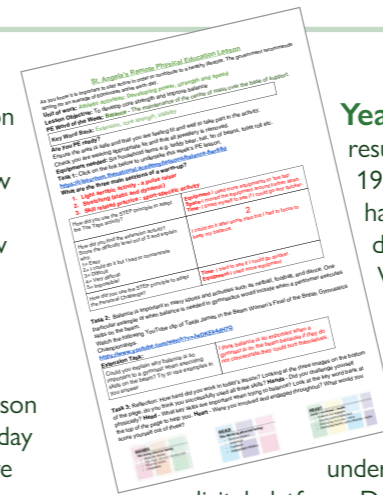
Rochelle (7) has written the following, highlighting the benefits and importance of PE and physical activity during lockdown:  
**Physical activity is a key component of a healthy lifestyle. Regular physical activity can help to improve cardiovascular health and develop muscular strength. PE helps develop skills such as self discipline, provides stress relief, and helps students to concentrate better allowing them to achieve better grades! To me PE is a very important subject!**

This term has seen pupils focus on developing a particular range of skills such as power, strength, and speed all from their very own homes! The following is an extract written by some of our students explaining what they have been getting up to in their 'PE from home' lessons:

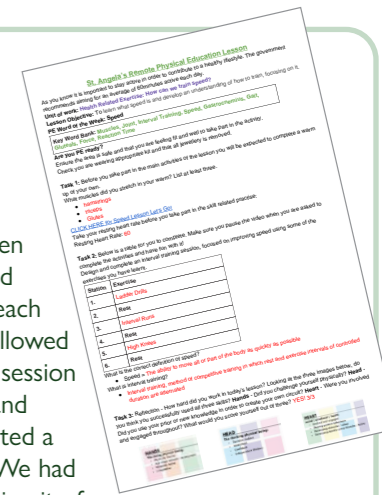
**Year 7:** I enjoyed this lesson a lot because it showed me a technique on how to throw more accurately. I have also improved my ability to throw with my non-dominant hand which was quite a challenge but in the end I went from averaging 0/3 shots to 3/3 shots. Overall I loved this lesson as it could be useful in everyday life. I would be delighted if we could do a similar but more challenging and competitive lesson like this in the future.  
 By Faith



**Year 8:** As a result of Covid 19, education has changed dramatically. With a sudden shift away from the classroom, our PE lessons have now been undertaken on a digital platform. During our lessons online, I have learned a range of things that have helped me to understand PE better. Physical activity helps the body but also helps brain development i.e. decision making skills and confidence. This is what we have been focusing on in athletics. Along the way, I learned about flexibility and core strength, developing power, speed and agility. I have learned so much about these from videos explaining what each one is about. I really enjoy the activities that we do such as the crab walk and bear crawl. In my opinion, staying healthy and active is important so I believe PE is not just exercise but also a form of fun and enjoyment.  
 By Christina



**Year 9:** In our remote PE lessons, our unit of work has been health-related exercise. In each lesson we followed a 30 minute session of exercise and then completed a worksheet. We had to create a circuit of exercises to fill in using new or prior knowledge, for example, an SAQ (speed, agility and quickness) plan. At the end of each lesson, we evaluated the session using 3 main skills: Hands - which consists of challenging yourself physically. Head - which consists of making decisions and using new and prior knowledge. And finally heart - which consists of being involved and engaged throughout. In conclusion, using these 3 main skills, we self-assessed ourselves out of 3 marks. I enjoyed being able to create my own circuit using new knowledge and attempting different kinds of exercises you could try at home.  
 By Madelaine



**Media**

During this second lockdown the **Year 11 Media Studies** cohort worked on an adapted Unit 2, where they were asked to research, plan and construct a youth culture magazine. This of course proved a challenge under current Covid social distancing restrictions, but I am pleased to say this did not entirely stop them from producing some great work. Here's to their resourcefulness and all round love of media! When the group return they will be working on their double page spreads, giving them a chance to further sharpen their journalistic skills.

Mr Permaul





Our budding psychologists have continued to impress us this term with their hard work and genuine curiosity when it comes to understanding human behaviour and the changing world around us.

Our **Year 11** students have been exploring the important concept of mental health. This unit gave them the opportunity to reflect on the changing norms and values within society, from understanding why the Mental Health Act was originally introduced to examining the criteria used by clinical psychologists when diagnosing specific mental illnesses. They have remained empathetic and mature throughout and particularly impressed us with their motivation to reduce the stigma attached to mental health disorders. The following poems were written by two of our wonderful students...

*Negative stereotypes referred to mental health are attached to the stigma  
This breaks down their charisma.  
Schizophrenics are often seen as 'violent and dangerous'  
To the point where some people think they will endanger us.  
People passing by will act upon their stigma with discrimination,  
Which will only result in tearing up our nation.  
Excluding people, laughing and glares...  
Continuous negative behaviour which triggers their mindset  
All we need to do is have modesty and stick right to the human policy  
So they can live a good life and no self-fulfilling prophecy.*

By **Cherbelle**

*Break the stigma,  
To some it is still an enigma,  
It can lead to discrimination,  
That is a wrongful association,  
Self-fulfilling prophecy is unfortunate,  
It can make some feel subordinate.*

By **Kamila**



**NAME OF CHARACTER:** Marisa Kirisame

**AGE:** Not stated, most likely a teenager

**OCCUPATION:** Magician

**BACKGROUND INFO:** Marisa is a character from the Touhou franchise, set in 'Gensokyo', a fantasy world isolated from the real world, where the characters all live in 1800s Japan and youkai (Japanese demons) are commonplace - among gods and vampires and other things.

**APPROACH USED TO EXPLAIN MARISA'S BEHAVIOURS/TRAIT:**

Biological

Cognitive

Social Learning

Marisa has **blond hair, yellow eyes and is also very short.** These are **genetic traits** that would have been inherited from her parents, though her parents haven't appeared physically in the series. Interestingly, she resembles a western style witch despite being Japanese. She's also often seen with a broom, which she believes is an 'essential tool for magicians'. This suggests that her **schema** of 'magicians' is very westernised.

She has a **compulsive mania for collecting and hoarding things, a behaviour she might have learnt from her father's apprentice Rinnosuke.** Marisa has known Rinnosuke ever since she was young, so she may have **observed** Rinnosuke collecting things when she was younger and thought to **imitate it**, an example of **social learning**. Rinnosuke also owns a shop, which may have been what prompted Marisa to open her own shop, which she has as an extension of her own house.

Our **Year 12** students have been delving into the origins of psychology and have explored the different schools of thought within the subject. Psychology is a relatively new subject, which has only been around for 150 years. During this time, different perspectives have dominated the field, and our students have navigated their way through the academic timeline of the subject. Through studying the different approaches within psychology, it has opened our students' minds to a variety of explanations of human behaviour and has sparked key debates. One popular debate which we continue to consider is whether our abilities, behaviours and personality traits are the result of inherited factors such as our genes (nature) or due to our interactions with our environment (nurture). After learning about the prominent approaches, our learners were instructed to select a public figure/ tv character that intrigued them, and were given the task of explaining their behaviours through a variety of different psychological perspectives. Please see an excellent example of this from Amara.

## Careers Highlights for Our Students this Term!



**icanyoucantoo – Year 12s**

**Careers Coaching and Mentoring**

**Programme- January to March 2021**

Twelve Year 12s are part of this 8 month programme led by a dedicated team of executives from EY (global accountancy firm), HSBC Bank and Redington Investment - who prepare our students for how to apply for competitive careers. This term our mentees took part in some amazing virtual events and activities:

- **Navigating the recruitment process** – recruiters from Charles Russell Speechly law firm, Coca Cola, EY and HSBC Bank shared insights into their companies' recruitment routes with tips to help our students
- **Live Careers Library** - Thirty-six professionals including accountants, lawyers, engineers, doctors, marketing managers, architects and psychologists talked to our mentees about their career area  
Practice telephone mock Job interviews with executive volunteers
- **HSBC Work Experience briefing sessions** – HSBC helped our students apply for their work experience
- **Intro to Assessment Centres** – Our mentees learnt how employers recruit at Assessment Days using selection tests - they were able to practice a group discussion selection exercise

**Davina Year 12:** "It was very useful, a great opportunity to experience what assessment centres will be like. I liked how the scenarios were realistic to give us a good idea on what to expect"



**Deutsche Bank CV Project and Networking Celebration Event – March 2021**

Eighteen Year 11s and fifteen Sixth formers took part in this Futures East London Careers Cluster project with 15 Billion Education Business Partnership. As a result our students received professional feedback on their CVs from Deutsche Bank executives.

The volunteers were so impressed with our students' CVs that they set up a **Celebration zoom event on 3rd March** attended by the Year 11s, 12s and 13s who took part alongside Mr Jarvis and Ms Peacock. This included a presentation on career opportunities with the bank and networking sessions on interview tips, work experience and how to build soft skills.



**Stace LLP Construction Management, Surveying and Property Professions Careers Event**

**-10th March**

Eighteen Year 12s and four Year 13s were selected for a zoom event with Stace LLP a leading construction and property consultancy, who work closely with St Angela's. They were able to hear from project managers, building and quantity

surveyors about these well paid STEM professions learning about apprenticeship and degree routes. In an industry where women are underrepresented it was good to see sixteen of our female students take part. Stace were impressed and will now offer our Year 12s work experience opportunities.

**Working in the City Event with Hiscox global Insurance firm and The Brokerage City Link**

**- 2nd March**

Eight Year 12s and four Year 13s joined this webinar via our partnership with The Brokerage City Link, who along with Hiscox introduced our students to finance, banking, insurance, corporate law and technology careers.

**Arpon Year 12:** "I'd like to thank The Brokerage for hosting an incredible webinar about careers in the city and the Hiscox volunteers who shared their career history and offered various useful tips and insights"

**Speakers for Schools Experience – Virtual Work Experiences – February Half Term**

Two Year 11s and ten Year 12s completed remote work placements and Insight Days with employers. Examples included: Insight days for nursing with the NHS, Royal Military Academy Sandhurst Leadership day and British Army Music careers plus a week of work experience for one of our students with Spotify.

**Young Professionals Work Experience and Apprenticeships Awareness webinar**

**- Feb 2021**

Thirteen Year 12s completed 3 days virtual work experience taking part in workshops, interactive tasks and learning about a wide range of industries with a great choice of major employers including: PwC, IBM, HSBC, Vodafone, Browne Jacobsen law firm, EY, Marks & Spencer, Cap Gemini, BP, Glaxo Smith Kline and The RAF.

We were also able to offer out to all of our year 10s -13s and St Angela's parents – **the Young Professionals National**

**Apprenticeship Week Webinar 8th Feb** where twelve different Apprentices from some of the above companies highlighted their career journeys.

**UK University & Apprenticeship Search**

**Virtual Fair Afternoon- January 2021**

Seventy-four Sixth Formers took part. This provided an opportunity to talk to delegates from Universities and employers UK wide. There were over 90 Universities represented and a menu of talks on topics such as Choosing Higher Education, Student Finance, Degree Apprenticeships and Life at University.

**Mr Jarvis –School Careers Adviser**



## Team Up

For the first time in its history, Team Up was conducted both online and entirely remotely. From their homes, St Angela's students and their tutors logged on, tested their microphones, and launched into the world of English and Maths, remote style.

Online tuition brings many benefits but one of its challenges can be internet outages - and each week, the suspense of wondering who will disappear, whose microphone will not be working, which tutor will not be able to join, continued. Much of the joy I get from Team Up is watching the students grow in confidence over the term and develop good rapport with their tutors.

I have been very impressed with the students and how dedicated and organised they have been, during a challenging term. For Year 7 this was their first ever opportunity to do Team Up, so I hope if they do it again next year they aren't too

overwhelmed by seeing real tutors in front of them. The Year 8 students took the change in pace well into their stride. I am very grateful to them, their indefatigable tutors, and also to all the parents who supported and reminded their daughters about Team Up, each and every week.

But I heave a sigh of relief as I write this, because for the last couple of weeks of term, Team Up will be back in school!

*Ms Loxton, Team-Up Coordinator*



## Jack Petchey Awards

The Jack Petchey Foundation was set up to inspire and motivate young people across London. They recognise the outstanding achievements of today's young people by awarding them for their hard work and positive impact in their School community.

The following students received a Jack Petchey Award

**CARLOTA MENDES GOMES**

**EMMANUELA KYAMAGERO**

**MIYA FRANCIS**

**LILIANA MAKAREWICZ**

**JAYLA JARA**

**WILLOW ADAMS-FRANCIS**

**UMMI KAMALI**

**JULIUS MESKA**

**Jack Petchey  
Foundation**  
Inspire • Motivate • Achieve

### Staff leadership award

The hard work of all staff is more than appreciated. So many members of staff (teaching and non teaching) have gone above and beyond to ensure the students of St Angela's get the best education and enjoy coming to school. The Jack Petchey Leadership Award highlights and recognises the incredible commitment of adults who are dedicated to supporting young people. It was difficult to choose a winner but after deliberation...

**MISS MCKENZIE-GRAY**

**MR MASON**



Since September, Miss McKenzie-Gray and Mr Mason have done 420 Line Ups and 260 break and lunchtimes duties in order to support their cohorts in these most unusual of times.

They have done this not because they are scheduled to do so but because they care.

## Safer Internet Day

In February as a school community we took part in Safer Internet Day. The theme for this year's Safer Internet Day in the UK was 'An internet we trust: exploring reliability in the online world'.

The campaign saw us playing our part alongside over 2,100 organisations across the UK including other schools, police forces, government, companies, football clubs, charities and others.

We came together to help inspire a national conversation about using technology responsibly, respectfully, critically and creatively. If you would like to find out more about Reliability online please take a look here ; <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>.

### Top tips for 11-19s

**Protect your online reputation:** use the services provided to manage your digital footprints and 'think before you post.' Content posted online can last forever and could be shared publicly by anyone.



**Know where to find help:** understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it's never too late to tell someone.

**Don't give in to pressure:** if you lose your inhibitions you've lost control; once you've pressed send you can't take it back. Respect the law: use reliable services and know how to legally access the music, film and TV you want.

**Acknowledge your sources:** use trustworthy content and remember to give credit when using others' work/ideas.

We also launched our updated Acceptable use of the Schools ICT and internet Agreement which was shared with the school community via a google form.



## Parents Said...St Angela's Did



**Thank you to all of the parents, who filled in the Parental Survey sent home in February 2021. The survey explored the school chromebooks, school communication alongside the student's return to school.**

The survey was overwhelmingly positive and we wanted to share an overview of the parental voice and school response with yourselves as parents.

**99% of parental responses indicated overwhelmingly that the chromebooks supported remote learning.** The chromebooks were used to deliver all remote aspects including remote lessons, assemblies, celebration of Mass, Key Worker support, Mentoring and Counselling.

**Use of the chromebooks- 99% of parents stated that the chromebooks positively supported their child's learning.** Parents and school will now continue to work hand in hand to monitor the use of the children in using this valuable resource.

**Length of lockdown lessons- Parents shared with us that their child was working over five hours on the chromebook during remote learning.** Teachers, students and families have learnt a great deal together during remote delivery. This parental feedback allowed Heads of Department to work with teachers to make sure lessons were timed to the learner's timetable of the day.

**Style of lockdown lessons- 13% of parents voiced that they would have liked to have seen all lessons to be live throughout lockdown (5 hours a day).** St Angela's followed a blend approach of live, stream and screencastify lessons, seen widely as best practice. This parental feedback was taken on board during the planning of live lessons through the lateral flow testing process, where all students accessed their lessons live throughout on their chromebooks.

**Use of chromebooks to learn- 99% of parents stated that their child used their chromebook at home to learn, the 1% said their child used another device also.** The next stage of chromebook roll out is to provide parents with google training also.

**Use of the school app- 95% of parents stated they were using**

**the school app to keep up to date with school information.** The remaining parents did not have access to the app and have been sent new login details. If you need new login details, please contact the school office.

**Information on who to contact- 18% of parents stated they were not clear who to contact in school should the need arise.** In response a contact sheet was designed and sent to all students through Google classroom and posted on both the website and app for parents.

**The return to school- 17% of parents stated their child had worries regarding returning to school and the vast majority of these concerns were regarding Coronavirus.** The school launched daily morning positivity messages through the Google classrooms and app and we are delighted that students have returned to lessons in full in the school.

Only 320 parents completed the survey- in the next survey we really want to hear from far more parents regarding your views on your child's education, so as wide as possible a forum of our parents is an active part of school planning.



# East London

TEACHING SCHOOL ALLIANCE

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 Contact us to discuss your options further [www.eltsa.co.uk](http://www.eltsa.co.uk)  
 c/o St Angela's Ursuline School T:020 8472 6022

## National Tutoring Programme

In January this year, a group of Year 11 students were selected to take part in the National Tutoring Programme. This wonderful opportunity is providing our students with additional virtual weekend tutoring to support them with their Year 11 studies. The tutoring is led by excellently qualified and experienced English and Maths teachers from across the country and is running until just after Easter.

So far, in English, students have focused on revising and developing their understanding of synonyms, metaphors and personification, whilst in Maths students have revised topics such as complex interest and geometry.

Students have commented that their "teacher is great" and their "sessions couldn't be going any better!" Students have also stated how the sessions have positively impacted their confidence, enjoyment and progress in these subjects. We are extremely proud of all of our students who have engaged so brilliantly with this programme, and look forward to hearing about the progress we know they will continue to make. Well done NTP students!



The safeguarding team are on hand over the Easter holidays for support. We can be contacted via the school's safeguarding email or calling the school. As ever, If you think a child is at risk of serious harm: Contact Newham Safeguarding Children and Young people Services. If you feel the child is in immediate danger, call the Police on 999

**Main School return date**  
**Summer Term begins**  
**Monday 12th April 2021**

6TH FORM

### 6th Form

We wish all of Year 12 and Year 13 good luck during their mock exam period, Monday 12th - Friday 23rd April.

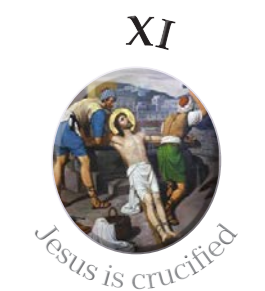
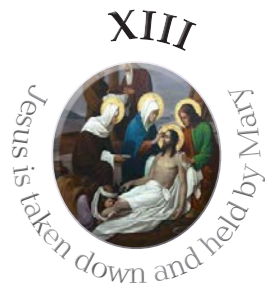
Year 13 UCAS students should not accept/reject any UCAS offers until after the mock exam period when Mr McGowan and Ms Kerr will guide them before the national deadline.



## Easter Prayer

Almighty God, who through your only-begotten Son Jesus Christ overcame death and opened to us the gate of everlasting life:

Grant that we, who celebrate with joy the day of the Lord's resurrection, may be raised from the death of sin by your life-giving Spirit; through Jesus Christ our Lord, who lives and reigns with you and the Holy Spirit, one God, now and forever. Amen.



**SUMMER TERM BEGINS MONDAY 12TH APRIL 2021**