



SUMMER 2020



St Angela's Ursuline School Newsletter





Dear Parents and Carers,

We have reached the end of a difficult year for us all. I want to thank you, the staff and the students for the fortitude everyone has shown in coping with lockdown, with remote learning and just in dealing with the social changes of life.

Enclosed within this newsletter, the departments have captured just some of the work of the students during this time and it is great to see that even in these times we have much to celebrate in terms of their achievement and talents.

With all that said, as we reach the year end and enjoy the summer break, it feels very much that getting back into school for September is crucial both academically and socially. To that end I have sent you your daughter's timetable in advance, so that she will know where to go when she enters the school. Their teachers, some known and some new to them will introduce themselves in September.

As we take our break, I ask you to keep the repose of the souls of family members in our community who have passed away since March, particularly due to coronavirus. We can only imagine how hard this has been for those families, so please do keep them in your prayers.

We wish Ms Deluca, Ms McWalter, Ms Soman, Ms Holman, Ms Battle and Ms Condor a fond farewell after their brilliant careers at St Angela's and we welcome the following staff this September: Ms Pennock (Assistant Head, Sociology), Ms Tucker (Assistant Head, Geography), Mr Ahmed (Head of Economics), Mr Jacob (Head of Computer Science), Mr Rowlands (Head of Science), Mr Hobbs (Deputy Head of Science), Ms Odelusi (RE), Ms Tucker (PE), Ms Rusthamali (Maths) and Ms Bajade (English).

I wish you all a great summer break.

Yours in Serviam,

Headteacher



detail taken from Year 7 Prayer Corner

We are delighted to have sent home over 8000 reward texts this term so far!

Year 6 transition day was Thursday 25th June- Year 6 were welcomed by Mr Johnson and the new Head of Year 7- Ms McKenzie Grey.

Check out the school virtual tour on the website- you will notice all the improvements ready for student return. Check out the website for all online projects!

Year 10 and Year 12 have all had face to face meetings this term- it has been lovely to discuss all of their ideas.

Year 7

I have really enjoyed my time in 7 Wang and my form tutors have supported me all the way through Year 7 which I am truly grateful for. I have loved making origami online following different videos that my tutors post. Some other interesting activities that I have done during form time is cooking, quizzes, etc. I have also been listening to Mr. Mason assemblies and learning new topics. It really motivates me to go out and venture around more.'

From Anitra, 7 Wang

Form Time Online

Eighty forty five - form tutor time
"Good morning girls, register now:
It's Foodie Friday's or Star Wars Day
Let's get creative! Let's sing and play!

Puzzles and drawings, cartoons or quiz
Call it fun, that's what it is!

And then comes Thursday, our weekly one
Mr Mason puts down in writing
What was in his mind;
With a simple message
"work hard and be kind."

All the ideas to keep us engaged
Mindfulness Tuesday carefully arranged.
Making it special, inventive and fun
Miss Walsh and Mrs Suc-Diamond
You rock, you are number one!

Amelia, 7 Wang

KEEPING FAITH ALIVE DURING LOCK DOWN: Student online faith base

The school went into lock down three weeks before we would have had our Easter Liturgy; and as you know these spiritual events are a core part of life at St Angela's. To ensure that the faith of the students is nurtured and supported during this time, a google classroom was created called the 'faith base'. Within an hour of being created over 340 students joined the classroom. Throughout the past few months it has acted as a space for students to reflect, share prayers and Bible passages. Students during the month of May were encouraged to upload an image of Mary and often the Ursuline prayer would be posted line by line

to remind ourselves that we are a catholic community. Every Friday Mass is all uploaded and encouraged to be shared with families as this is the day that Mass is said within the school chapel. Although we were unable to be physically present during this time, we were able to join virtually and spiritually via the google classroom. I am really impressed with the involvement of the students in this as it really reflects the catholic nature of the students and the school as one.
Ms Vassiliou



Please remember the school phone line is fully open for all questions and queries.

Sports Day 2020



This year Sports Day took place virtually so although it had a different approach it was just as competitive as usual.

Leading up to the day students were asked to create a banner for their form class taking on themes that have run through lockdown: Serviam, Communication, NHS - Thank You and BLM - Taking the Knee.

The students also completed the 2 mile challenge where they could jog, cycle or walk the distance. Sending in their evidence of their completed challenge, some of the pupils involved their family members too. Well done to the staff who also participated.

Sports Day was on 14th July and opened with Mexican Wave by the staff followed by a solidarity reflection for BLM. Once the students had registered they took part in a warm up video which saw Ms Battle, Ms Jarvis and Ms Stevens take them through their paces. Next there were six challenges for the students to

compete in 60 seconds. The challenges were step ups, push ups, jumping jacks, sit ups, tap ups and a tree balance. Throughout these challenges students were gaining valuable points for their form class.

After break time the students participated in a variety of St. Angela's Cheers which were videoed and performed by Ms Ofori. This led perfectly onto St. Angela's 'A Question of Sport' quiz, featuring a range of themed questions: name the sports star, sporting venues, trophies, logos, dingbats and flags.

After lunch pupils could watch the lamp post challenge, which saw Yr 10 GCSE pupils versus staff in who could complete the quickest time running between two lamp posts! Congratulations goes to Cian, Chinazo, Chioma and Daphne who beat Ms Chavda, Ms McKenzie-Gray, Mr Cunningham, Mr Oyebanjo and Mr Hector in a close fought race. Fantastic effort by all!

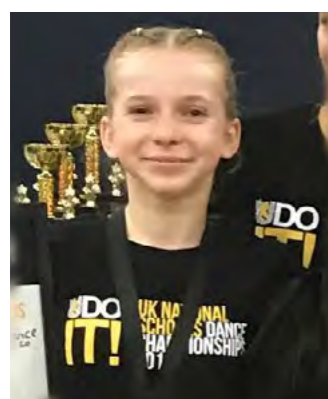
During period 5 winners were announced and our virtual Sports Day closed with thank yous and the Ursuline Prayer.

Sports Awards

Vitalja

who wins

Junior Sports Personality Award



Chinazo

who wins

Senior Sports Personality Award



St. Angela's Junior and Senior Sports Personality Award

This is a prestigious award which is hotly contested each year with a winner from KS3 and KS4. To be selected as a winner the pupils must show commitment, dedication and flair for Physical Education. Later in the year the winners will be presented with an engraved trophy for them to keep. Congratulations!

Year Banner Winners were:

Year 7 Quant:
Airella and Catherine

Year 8 Truth:
Joslyn

Year 9 Johnson:
Roxanne

Year 10 Brady: *Arielle and*
Year 10 Lin: *Vanessa*

Year 12 Kane:
Amandeep

Year Overall Sports Day Winners

Year 7 Packham

Year 8 Wells

Year 9 Aderin

Year 10 Hadid

Year 12 Liston

Overall Winners

Year 9 Aderin



Inter-Form Winners 2020

With a shortened Inter-Form calendar the students took part in six competitions. Individual pupils had the opportunity to represent their form class in a variety of activities for example, cross-country, basketball, football, indoor rowing, dance and net and wall games. The competitive spirit of the pupils shone through at each event. Congratulations to the overall winners from each year group:

Year 7 Packham

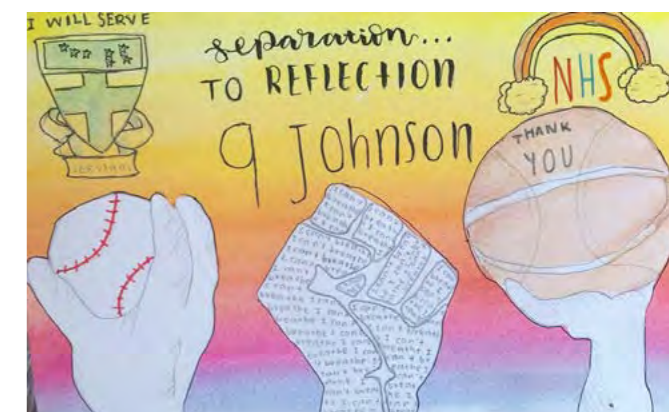
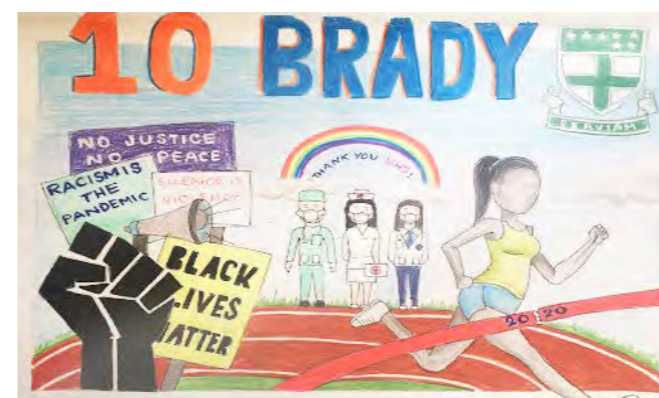
Year 8 Fawcett

Year 9 Sharman

Year 10 Brady

Year 11 Tempest

Sports Day Banner Competition



Online Retreats: Summer 2020

During this summer term, Years 9, 10, 11 and 12 all had an online Retreat. Each Retreat had a unique theme and sessions were uploaded to a google classroom, where the students were able to access 4 sessions and end their day with an uploaded online Catholic Mass Service.

The activities were creative, reflective, discussion based and one session asked the students to take an hour to just pause and meditate. Students were able to submit the tasks if they felt comfortable to do so. Many students created beautiful collages from web images and wrote reflective prayers along with answering

big questions such as 'why does suffering happen?' and 'why should we help others?' . Students engaged really well with the day and although they were not able to have a physical retreat, we hope they were able to use the day to spend time pausing and reflecting at home on wider world issues, whilst taking time to be reflective of their own faith.

Attached are some of the tasks completed by the students in Years 9 and 10.
Ms Vassiliou



Whilst on lockdown, the staff of St Angela's participated in two virtual coffee mornings via a special google classroom to help stay connected and raise money for charities. They were held for Macmillan cancer care and St Joseph's Hospice in Hackney.

Both of these charities were overstretched during these times and we as a staff wanted to support them and thank them for all the work they do in the health care sector. A range of staff baked and shared their creations. Lots of hidden skills were revealed, which could rival those on the Great British Bake Off.

It was a lovely way to support others whilst at home and take 30 minutes to just chat 'virtually' with colleagues.

Many thanks to all those who participated, baked and of course donated.

Ms Vassiliou



St Angela's staff remote online coffee mornings for charity



St Angela's Remote Learning School Quiz

All students took part in the remote quiz on 10th June, through google classroom in their form group, with their Form Tutor. The questions ranged from popular culture, to subject knowledge to school facts.

Well done Year 7 and to all of the students and staff that took part- it was wonderful to see all of the answers coming in and with such school spirit. Serviam in action.

Each Year Group had a form winner, with points allocated for correct questions answered and the number of student participants.

The Winners!

Year 10 Winners -
10 Lin

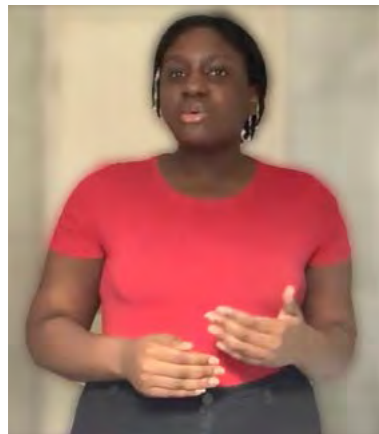
Year 9 Winner -
9 Sharman

Year 8 Winners -
8 Wells

Overall winners

7 Burton
with the highest points in the school-
their prizes have been sent!

Jack Petchey Speak Out



On Tuesday 7th July Kiesha IOBRA took part in the Jack Petchey 'Speak Out' Challenge Virtual Quarter Final via zoom. Kiesha had written, re-written, practised, performed, recorded and submitted her speech during the lockdown period completely self-motivated! Her speech 'Hair will never just be hair' discussed the deeper meaning of hair and how her own struggles with her hair had eventually taught her self love and self acceptance. A truly empowering speech and a fantastic achievement. We are very proud of you Kiesha!
Ms Peacock, Head of Year 10



Departmental Teaching and Learning

Using Google Classroom we have successfully delivered a full virtual curriculum with students following their normal timetable of lessons throughout the school closure period. As a school community that embraces the full use of technology for learning we had already embedded the use of Google Classroom in all year groups, which facilitated a seamless transition to home learning. The creativity demonstrated from both teachers and students has been incredible and each department has shared with you a snippet of what they have been up to this term on the following pages.

The quality of education provision for the students has continued to be exceptional and students have been given the opportunity to learn new skills and challenge themselves with a broad range of topics from across all departments. Their engagement with the activities and their class teachers has been marvellous and we are delighted with the high quality of work produced. We are very grateful for the continuous hard work of our teachers and the support of our parents. However, the biggest well done must be reserved for the hard work of our students during this period - well done everyone.

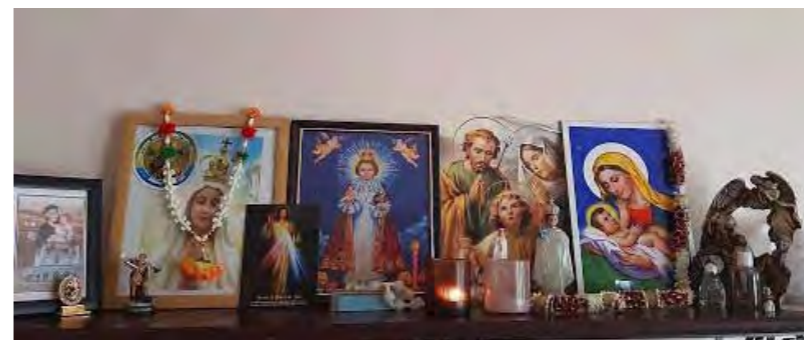
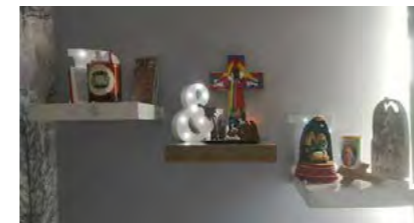
RE

RE is a core subject at Angela's with many students being extremely expressive about their beliefs and opinions on key moral issues. The RE teachers are so passionate about their subject and encourage students to be expressive as well as creating a safe space for exploration and open discussions, especially in light of current world issues during these very unique times.

All students in Years 7-9 have completed an online faith exploration project. It covered ten lessons and included a range of activities such as challenge questions, collage activities, virtual debates and ended with students being asked to create their idea of faith. Many students submitted wonderful pieces of art, poems, prayers and many set up a prayer and faith space in their houses which they took photos of and uploaded to the google classroom. The openness of this project worked superbly well across different year groups, with students being able to express their understanding of God, faith and challenges; especially during this tough time of lock down. We as a department have been so proud of the work produced by the students and

their access and interaction via google classroom has been fantastic.

KS4 and 5 RE teachers have been dedicated to ensuring that the students in Years 10 and 12 were fully supported in their learning whilst at home. The lessons created and uploaded during this unique time ensured that the students were supported through the use of video links and teacher voice overs along with structured templates that have helped students continue the skills needed for the examinations. All teachers have been available via the google classroom stream to answer questions and also give live marking feedback when work is submitted. Students have engaged really well and this new learning platform will continue to benefit the students in relation to flipped learning and developing independent study skills.



English teachers love to talk! To each other quite a lot but most of all obviously to their students. We love to read aloud and our voice is a huge part of the subject. So how on earth have we coped with remote learning which was initially so..... well, quiet? Suffice it to say, it has been a huge but rewarding learning curve for all of us.

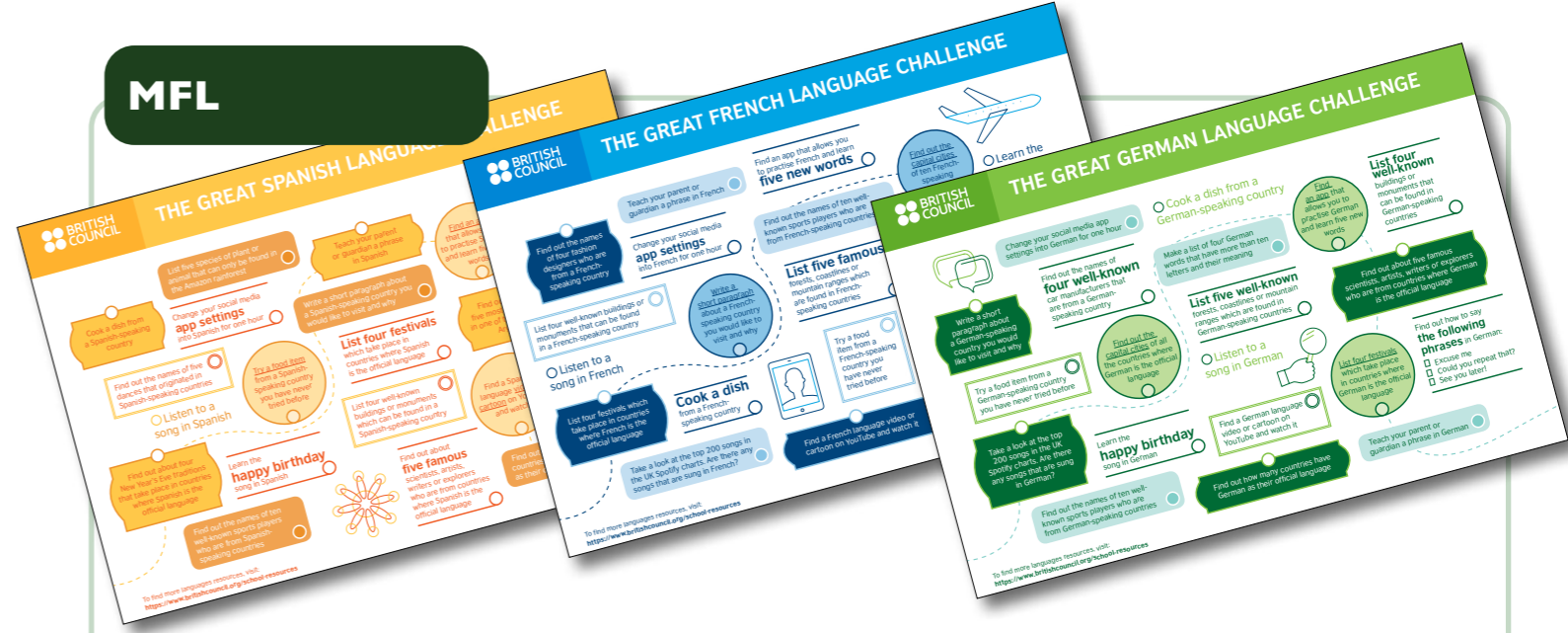
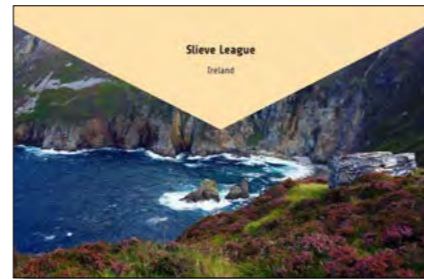
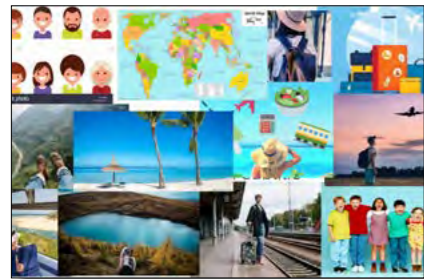
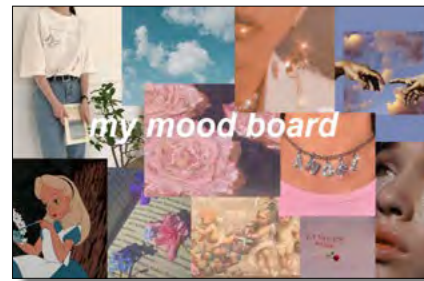
In the early, quieter days Year 7 made advertising mood boards and considered the power of rhetorical devices; year 8 sent in beautiful presentations on their heritage while studying Alice Walker's Everyday Objects and Maggie Ling's Running Away; year 9 considered the best and worst of humanity in Penelope Lively's The Darkness Out There; years 10 and 12 got to teach themselves the end of their Shakespeare plays. And we were proud as punch.

More recently, having become more ambitious with and less frightened of the potential for technology, we've reintroduced our voices and it feels like the good old days! Year 7 and 8 have been reading Louis Sachar's novel Holes and have had the pleasure of listening to Mr Jenkins reading the novel using the funniest of American accents. Students have been pushed to consider language and structure through the screencast lessons and don't even realise

we're making them do GCSE work! Year 9 have been reading the classic Of Mice and Men, the novel brought to life by the audios of their teachers reading. Year 10 have had lectures talking them through their English Language exam and have even 'sat' a mock-mock. And Year 12 have been pushed to their academic limits by embarking on their coursework and reading the 1898 Henry James horror The Turn of the Screw. They've had audio of us reading; they've explored genuine Victorian artefacts from the British Library; listened to lectures on The Gothic from professors at the University of York; evaluated literary theories and quite frankly we're a tad jealous we haven't been able to do this work with them in class.

I'm super proud of the English department and we couldn't have asked more of our students. Their questions, answers and overall engagement on the google classroom live stream, at its best, has reminded us of THEIR voices. And we've missed them.

Ms Onyemere
Head of English



As Nelson Mandela said,
“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

We want to congratulate all of our MFL students for the massive effort they have made to keep languages alive in their hearts. We hope that you have also been taking time to speak your own languages at home with your families as being bilingual makes you clever. That's a scientific fact! For our part we have really missed talking to you in French, German and Spanish. Revise the prayer before you get back in case you have forgotten it!

Here are just a few of the lovely comments Year 8 have made about their lessons.

Rhianna 8 Lockwood
During Lockdown, learning French has been quite different but very fun and exciting. I have enjoyed learning different vocabulary from new websites like Linguascope and Memrise. Linguascope was my favourite to use because you can play games which help you learn and remember vocabulary.

Rachael Mary 8 Pankhurst
During the online French lessons, I have really enjoyed watching Miraculous Ladybug because it helped me understand how words would be pronounced and how fast they would be said. Using the subtitles as well helped me to match the words to the English translation.

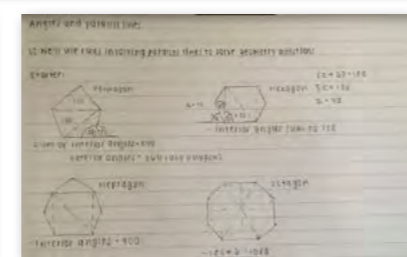
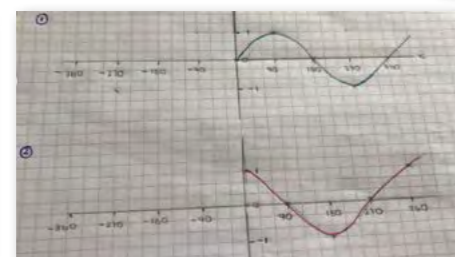
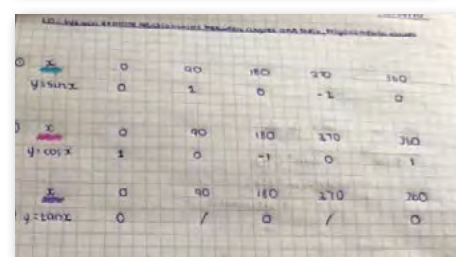
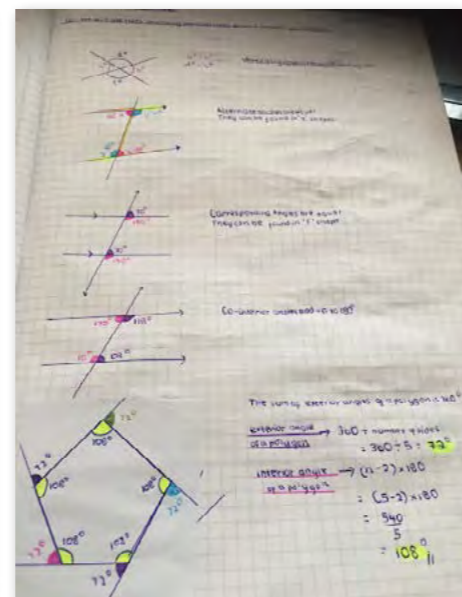
Teresa 8 Fawcett
I have liked my virtual MFL lessons as I really enjoyed and benefited from websites such as Memrise and Linguascope. There have been lessons where we watch videos in other languages to try and understand how other people speak naturally rather than formally structured sentences. Merci, Danke, Gracias!

We are really proud of our Year 10 students who applied to take part in a very prestigious MFL summer school run by SOAS university and they all secured places on it.



This is what they had to say about it.
Kiesha 10BRA
In the Summer school we learnt different languages such as Swahili, slavonic languages, German and Chinese. We also learnt about what learning languages in university would look like, and where studying languages can take you career wise. We also had many opportunities to ask different students from different universities questions about university life in general. Overall, I did enjoy the summer school. What I enjoyed the most was learning the language Swahili and asking university questions. It was beneficial as I am considering taking a language as a minor course for university.

Stephanie -Year 10 French 10 JIR
On the week of the 22nd June, I was given the opportunity to attend the Capital L Summer school hosted by the University of SOAS. Each day, we got to learn some new languages such as Swahili, Catalan, Chinese, Hindi and many more. We also got to learn more about life at university, and did Worldmaking in the time of Covid-19, which was really interesting as we touched on things that we wouldn't usually learn in our everyday lives. What I mainly enjoyed about the Summer School was learning about the different languages because we gained an understanding of the different cultures around the world, and how similar some were. I also enjoyed the Q&A sessions with the student ambassadors because they gave us an insight into what life would be like for us at university: we spoke about finances, year abroads, taking gap years and even just picking more than one degree to study. Overall, I think that the summer school was beneficial for me because it allowed me to acquire knowledge on the future years to come in my life and also inspire me to continue with languages further in my life.



Maths teachers teaching without all our whiteboards was always going to be an interesting phenomenon but I am pleased to say that we have discovered a range of resources and ways to maintain interactivity in our lessons.

We immediately set tasks on Maths Watch thinking it would be easy as most students are used to this platform. We can also see what students were typing and provide individual feedback. Little did we know that even Maths Watch couldn't cope with the sheer amount of users across the country! This is where Dr Frost came to the rescue! A free website designed by Dr Jamie Frost which students and teachers register using school email addresses. They have a range of activities and high challenge questions to do which they constantly update. Alongside this, we

had Corbett Maths and Maths Genie; both reliable websites with video clips, practice questions and exam questions, which our students have already used for both revision and prep work.

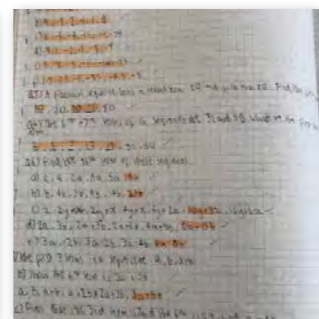
Of course, there were times when these resources were not enough and we had to be creative! So teachers made their own videos, used google forms to create quizzes and diagnostic questions, alongside PowerPoints and carefully structured Google Documents for students to type in. We are incredibly proud of our students who have had to rely on all of the above to learn mathematics; they have shown such great resilience in such a challenging time for all of us. Through the pictures students have submitted, it is impressive to see them continue to follow through our normal

maths routines in their exercise books, with structured layout showing their all-important working out, creating summary pages with diagrams, marking, annotating and evaluating their work.

Have a look at some samples of work and student reflections featured on this page.

Needless to say, us Maths teachers miss doing our wonderful Mathematics on the board but we miss our students even more! I am very proud of the quality of Mathematics lessons that the Maths department has managed to deliver from home! We cannot wait to get back in the classroom and do even more Maths with them all!

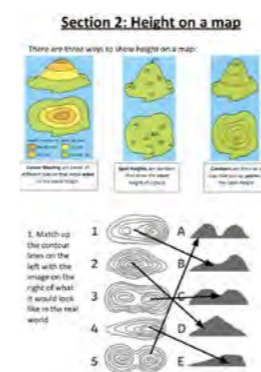
Mrs Soman
Head of Mathematics



The Geography Department kicked off the summer term with a celebration of the 50th World Earth Day, which was focused on tackling climate change through action. Though our movements have been restricted, Geography has allowed our students to really explore beyond their own doorsteps, broaden their horizons out into the rest of the world. For we are ever more interdependent as a species, and as a globalised community impacted by and affecting the natural world around us.

Barack Obama *"The study of geography is...about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents and in the end using all that knowledge to help bridge divides and bring people together."*

Our KS3 students have been taken all over the world with various landscapes in their geography studies. There have been one off special lessons looking at Refugee week, World Oceans Day, the Space X launch and even a geography lesson with Sir David Attenborough himself. Below is more information for each year group. Year 7 have had the opportunity to bring together all they have learnt this year in their last topic, World



Issues and began to look holistically at threats including the rapidly increasing global consumption of food, energy and water. It has never been a better moment for self-reflection on a global scale and consideration for what we want the future to look like. Year 8 learnt more about China than just the headlines; looking at the great contrasts that exist between people and the environments, and to consider the future for this world powerhouse, as what happens there could have an impact on us all with the economic shifting of power. They have also studied weather and climate, using the 'Great' British summer weather to highlight the wide-ranging different weather events from heatwaves to depressions.

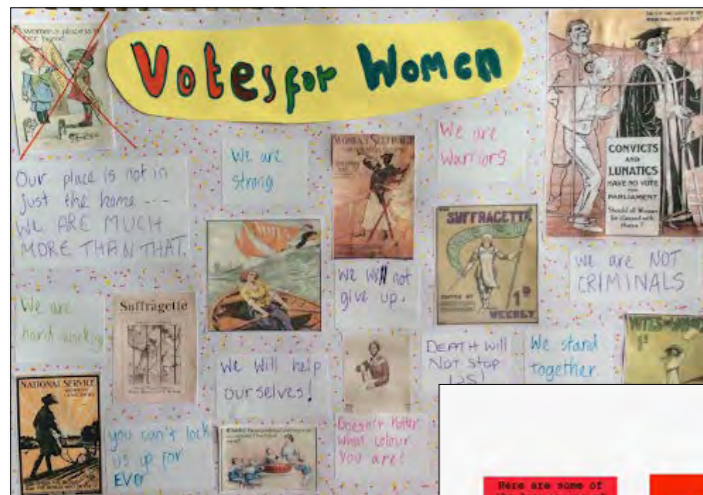
As part of their last topic, Year 9 students explored the vast differences in opportunities and challenges found in the second largest continent, They built on and used what they have been learning throughout the year in the way of natural hazards as well as development and their importance for the future of all countries. Whilst our prospective GCSE students have had a fantastic introduction to the GCSE Geography course. They have had the opportunity to practice key geographical skills, investigate physical processes which dominate river landscapes, and explore our vibrant

city, London [online] - to examine what makes this city so important to the UK and internationally. All of which is critically important for their success at GCSE.

KS4 students have worked extremely hard continuing with their curriculum and covering the exceptionally large and fascinating topic of Natural Hazards, including volcanoes, earthquakes, tropical storms and flooding in the UK. In a similar way to a government tackling the COVID-19 hazard, the students have been learning the processes behind each hazard and analysing past case studies of different hazard disasters to ensure that the future risk is reduced. And as with most aspects of geography we ask 'what does the future hold for these types of hazards in relation to climate change and human activity?' See below for some great examples of their work:

Finally, KS5 students have been encouraged to keep a firm foot on the accelerator as they continue to navigate the route of their A-Level Geography course. Having just returned in late February from an amazing 3 day residential to the Lake District national park and the wonderful town of Keswick, where students had the chance to try over a dozen different data collection methods and complete field investigations, students have used what they learnt to focus on researching and creating proposals for their own independent field investigations to be completed in 2020/21. Furthermore, students have completed another full unit of study on Coastal Landscapes. They have been taking advantage of all the additional resources available online including online lectures delivered by university professors e.g. Professor Iain Stewart and Dr Helen Czerski, as well as specialists in different fields (Simon Reeve), student fieldwork e-conferences and the fantastic learning resources offered by the Seneca Learning website. Well done to all on their hard work!!!





MASSIVE FAMINES

SIX MILLION PERISH IN SOVIET FAMINE

Stalin collectivized agriculture in 1929. Teams of Communist Party agitators forced peasants to relinquish their land, personal property, and sometimes housing to collective farms, and they deported so-called kulaks (wealthier peasants) as well as any peasants who resisted collectivization altogether. Collectivization led to a drop in production, the disorganization of the rural economy, and food shortages. In result it has been estimated that between 3.3 and 3.9 million died in Ukraine and 2 million (40% of all Kazakhs) died in Kazakhstan.

Stalin was increasingly paranoid and purged the Communist party and Army of anyone who might oppose him. Ninety three of the 135 Central Committee members were killed and 81 of the 103 generals and admirals were executed. The secret police strictly enforces Stalinism and people were encouraged to inform on one another. Three million people were accused of opposing Communism and sent to the gulag, a system of labour camps in Siberia. Around 750,000 people were summarily killed.

GREAT TERROR

What were the causes for the American Revolution?

The American Revolution was predominantly caused by colonial opposition and British attempts to impose greater dominance over the colonies whilst enforcing them to recompense the crown for its defence during the French and Indian War, which lasted from 1754 - 1763.

History teachers love to gossip – about the past! They constantly ask the following questions about the past: Who did that? Why did they do that? What happened next? Students at St Angela's have been asking themselves the same questions about a range of different topics during the lockdown.

Year 7 students have been examining the roles, expectations and the ways in which women challenged those expectations over time. In particular, students have explored why some women were accused of being witches, the horrid working conditions in factories during the Industrial Revolution and the campaign for the vote by the Suffragettes - culminating in students producing extremely creative posters to persuade governments to give women the vote in 1918.

Year 8 students had the opportunity to explore the causes of the French Revolution – an event that saw the King of France get his head chopped off! Furthermore, students got the opportunity to research and explore other global revolutions. This led to students producing fantastic presentations on the American War of Independence, revolutions in

Angola, the Philippines and Portugal as well as the Russian Revolution. Finally, students moved on to look at the topic

of migration to Britain through time. A crucial unit which explored the roots of multi-cultural Britain - examining the impact and contribution of different groups including the Windrush Generation.

Year 9 students explored dictatorships in the 20th century with a focus on the rise of Adolf Hitler and the Nazis in Germany. Students explored how Hitler managed to control people and investigated the Holocaust. Students were also given the opportunity to investigate other dictators of their own choosing with girls selecting Mao Zedong, Ferdinand Marcos and Robert Mugabe for example.

KS4 students have been investigating the heartbreaking story of the Plains Indians in the American West and how their lives were disrupted as a result of crime, government actions and starvation. The unit is a key reminder of the harm that discrimination, intolerance and physical attacks can have on people. Finally, KS5 students have been examining the American Civil Rights Movement. In particular, students have been developing their skills for university by independently reading interpretations from historians on the importance of Martin Luther King to the lives of African Americans.

Overall, students at St Angela's Ursuline School have really had the opportunity to broaden their horizons and their sense of the past, developing their understanding of Britain and the wider world, at a time when this understanding is more vital than ever before and asking the questions mentioned above about the past is crucial.

What was Portugal like before the Revolution?

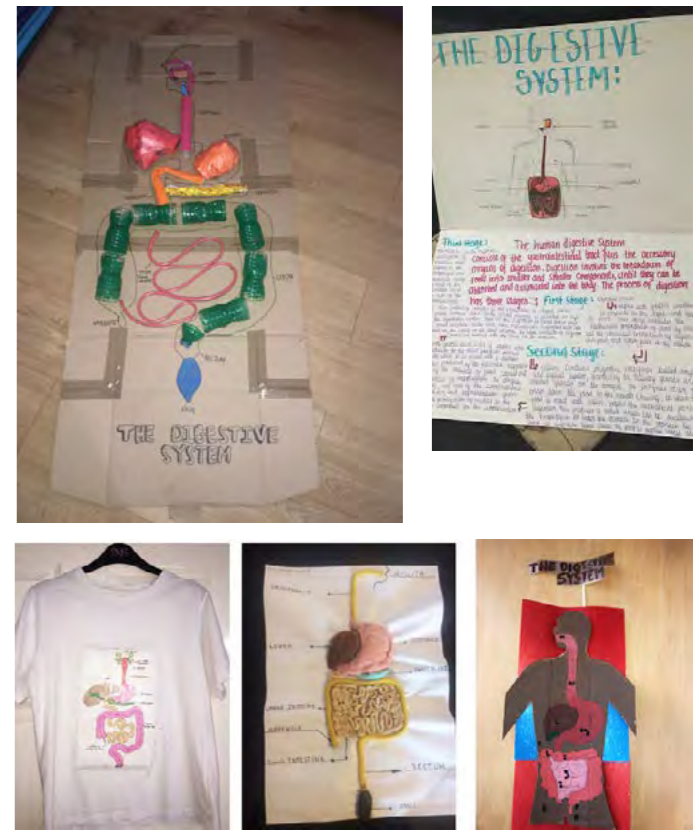
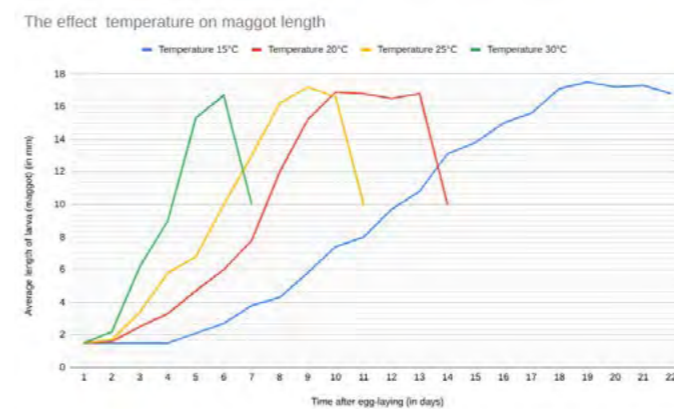
Before the revolution, in Portugal everyone lived under dictatorship as the country at that time was ruled by the Estado Novo or New State by Antonio de Oliveira Salazar that did not allow any freedom because there were many punishments if people did not follow the rules.

The dictatorship lasted for 48 years and the lives of people were affected:

- Boys and girls were completely separated as they believed there should not mix... Boys had to be on one side and girls to the other and uniforms were used to separate them. There were no mixed classes and in most occasions the girls would go to school in the morning and the boys in the afternoon.
- There was no freedom of speech. You couldn't say anything bad about the government. Everything went through the said and it was common for books, music, drawings and news to be controlled too as they could put people thinking about bad things about the government.
- Hardly anyone could vote, only those with high status and money could vote. Women could only vote if they went to high school and were married to an important man.

A Level Sciences

Investigation and research are the two words that best describe the amazing work that the A-level students have been doing in science. In Biology, during their study of forensic entomology, students examined the factors that can affect larvae size and the length of time of each stage in the life cycle. They examined temperature and analysed data and drew graphs for experiments where maggots were left to feed at different temperatures. From the graphs, can you work out the effect of temperature on maggot development?



Home made Digestive Systems by Miriam, Tzvy, Brianna, Maily, Hosanna

Meanwhile, the Chemistry students took part in the hardest academic challenge open to Year 12 in the UK: The Cambridge Chemistry Challenge. The whole cohort stepped up to take on this challenge, consisting of a 90 minute paper demanding the ability to think well beyond the specification, such as the history of the chemistry of benzene and alchemical problems that precede the Periodic Table. Our Physics students have been supplementing their UCAS statements by looking at engineering applications of the science they have studied since lockdown began, completing well-referenced papers of materials used in construction as well as engineering problems like building the Burj el-Khalifa.

Year 7 Science

In Year 7, students were asked to design their own energy efficient homes. They researched different methods on how they can reduce their house energy bill and calculated the savings if these changes were implemented. With this knowledge, students designed a home with clear explanations on how this would benefit them in the long term. They even wrote a letter/speech to the local MP advising why we should all switch to renewable energy!

Year 8 Science

Year 8 has been busy completing different projects for each of the topics they have been studying in Science.

As part of the digestion topic in Biology, Year 8 students were asked to make their own digestive system. Here are some fantastic examples from some of the students.

Not being in a lab for their lessons did not hold back the year 10 girls, who used an online simulation to investigate the effect of coloured light on photosynthesis in plants, as Eunice Akinsuyi reports in her investigation.

Conclusion

My hypothesis was accurate as the green coloured filter didn't cause the plants to grow as the plants could not absorb the green coloured light. Also, the blue ended up causing the most growth in the plants. A similarity between the seeds is how they all fail to grow much with the green filtered light. The blue filtered light causes the most plant growth as seen in all the three different types of seeds as they all have tall heights when the blue light is used on them. The results are a lot higher for all three seeds than they are with any of the other colours. I think that there would be average growth when using white light because some colours of the light spectrum such as blue or red would cause the plant to grow however colours such as green would cause the plant to not grow.

Art

Art students have worked hard to develop their recording skills when drawing from observation. They have experimented with many of the formal elements while exploring line, shape, tone, pattern, texture and colour. Well done on the wonderful work you have shared with your art teachers - it really showcases your excellent skills.

Since we left school in March, I have developed my skills in art, such as learning to be more accurate in my drawing and learning how to draw in proportion. I have taken more time than usual to develop my artwork into something better. I've enjoyed mark making, and in the most recent task; "Exploring Sensitive Line", I have been able to go at my own pace. This gives me time to make my work more accurate and to make sure my proportions are correct. Since March, I have seen a difference in my skills as they developed. My work is more accurate than before and I have made sure that my mark making is drawn well and shapes proportioned well. Also, I have learnt to develop colour within my artwork.

Exploring Sensitive Line - Ariella Year 7



Mark Making to suggest Form and Texture Hillary Yr 8 & Marison Yr 7



Exploring Pattern: William Morris Research - Kristel Yr 7

Sarah Yr 7



Nia Yr 8 Exploring Surface Texture



Nicole Yr 8 Exploring Colour

Working at home for art has been a whole new experience, however art has continued to be extremely fun allowing us to continue to develop many art skills and learn and create many pieces of art. Personally, my favourite task was learning about the art of Georgia O'Keeffe and its unique details that really show the purity and beauty of nature. Not only was it enjoyable but also it gave me the knowledge and a new idea of nature demonstrated through the many works of Georgia O'Keeffe.

Art

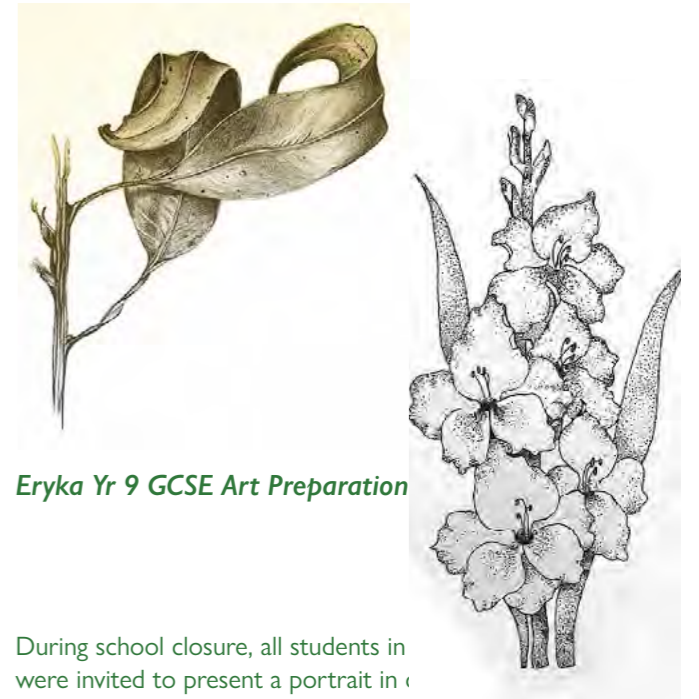


Even with this new way of remote learning, I have developed many skills and have deepened my understanding about the lighting of our image and working with tone and shade and how it can influence how 3D an image looks. In March, I was still quite insecure about how to apply shade properly but now I have learnt how to draw with a range of tones to develop my drawing with more understanding. Art has continued to be fun as always. I've always really enjoyed art and in my opinion hardly anything has changed in this subject when learning from home, the only drastic change was not having the company of my teacher in the lessons.

Jennifer (Yr 8)

Doing art at home has shown me what I am capable of doing as an artist. For example, I have developed my skills in drawing from references, allowing me to do more accurate work involving close observation. My favourite task that I have done so far was to do with pointillism because it challenged me which I enjoyed. From the beginning of this time period, I believe that I have developed my artistic language to identify different techniques and practises within the subject. I think I have improved my drawing skills and my knowledge about the subject as a whole.

Ruby-Mai Yr 9



Eryka Yr 9 GCSE Art Preparation

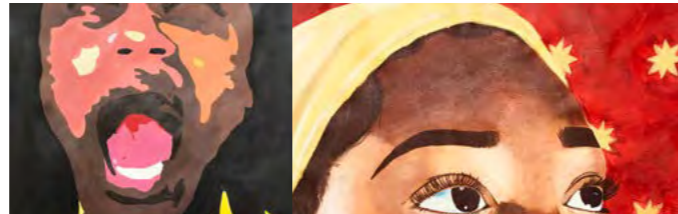
During school closure, all students in were invited to present a portrait in Perry's Art Club. This portrait was a late entry by Elena Cardelli in Year 8 - the Art Department was delighted to receive such an outstanding and creative mixed-media study. As for the late submission - well sometimes perfection takes a little longer. Well Done Elena on a truly exceptional portrait.

Everita Yr 9 GCSE preparation

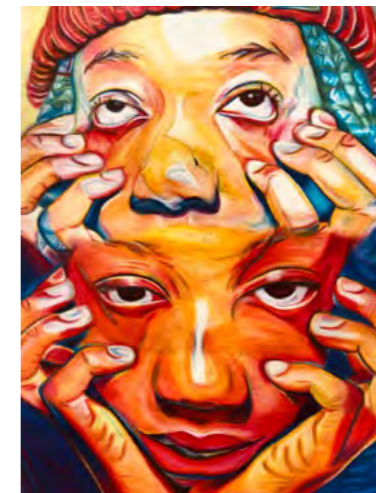
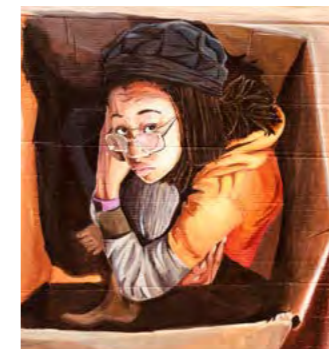


Art

The GCSE Art Students have excelled themselves once again this year. Following a visit to the National Portrait Gallery in September, Year 11 pupils began to independently explore the theme Portrait. They each followed individual pathways to present artworks that were highly personal, creative and ambitious and without question, extremely skilful. It has been a real privilege for the Art Department to teach such motivated and talented students. Well Done to the Class of 2020.



Art



PE

Key Stage 3 Physical Education

Trying to replicate Physical Education over google classroom has enabled us to look at our curriculum in a different way so that pupils have been able to keep active and creative in their Physical Education lessons.

Year 7 to 9 pupils have taken part in various activities and challenges over the past few months. They have completed online Afro Dance, Hip Hop, Musical Theatre and Contemporary dance sessions with artists from Alvin Ailey American Dance Theatre, Royal Academy of Dance and Sadler's Wells. This has allowed the pupils to gain an understanding of different dance styles with world renowned artists.

Pupils have taken part in a range of challenges from playing Boccia, practising their throwing and catching for Rounders and practicing target throwing using a bucket!

Pupils have watched professional dance works by Breakin' Convention on Sadler's Wells Digital Stage and Ailey All Access developing their awareness of different dance genres.

Year 9 GCSE Dance Prep

Year 9 GCSE dancers have been exploring the six professional dance works which form the Dance Anthology for the GCSE Dance course. They have watched interviews by the choreographers to gain an insight about the works and then had to write about different aspects. For example, the lighting, set design, costumes and link these to the stimuli or themes of the professional dance works. The dancers have also been taking a weekly online technique class with a dancer from Rambert Dance Company. Here they have developed their alignment, coordination and sense of musicality.

Year 9 GCSE PE Prep

In preparation for their GCSE PE course, the Year 9s have been researching some of the theoretical components of the course such as learning about the different fitness components. They have also undertaken some fitness tests as well as researched a range of sports documentaries and other ethical issues in sport. One task required the year 9s to create their very own 'Lockdown Fitness Session' that could be undertaken by people in their own homes as a way to encourage them to stay active during the lockdown.

One example created by Leah (9 Sharman).



Lockdown Fitness Session: Circuit Training
Warm-up:
Pulse raiser:
Start by doing high knees for 30seconds (quickly lifting one leg

towards your chest) To get your pulse racing. High knee stretching activates the glutes, particularly the gluteus maximus

Stretches:

The first stretch is a hamstring stretch. Hold for 30 seconds and after switch to the other leg. Bend the other leg at the knee and position the sole of that foot against your opposite inner thigh. Extend your arms and reach forward over the one straight leg by bending at the waist as far as possible.



Other stretches include:
Gastrocnemius (calf) stretch
Quadriceps stretch
Tricep stretch
Deltoid stretch



Main session:



25 air squats
25 pushups
25
25
25



Next workout is STEP-UPS.

You do 25 step-ups and in between you rest for 20secs



Cool down:

Cool down for 1min by walking around with your hands on your head and taking deep breaths



This helps you catch your breath and stops your heart from beating too hard

Stretches:

Final round of stretches is a tricep stretch



If you didn't know: Triceps stretches are arm stretches that work the large muscles at the back of your upper arms. These muscles are used for elbow extension and to stabilize the shoulder.

Other stretches include:
Gastrocnemius (calf) stretch
Hamstring stretch
Quadriceps stretch
Deltoid stretch

Politics

Well, in Politics we certainly can't complain about a lack of source material this year! However, as Carl Sagan pointed out "you have to know the past to understand the present." Consequently, what better place to start than at The Houses of Parliament and especially the Great Hall which has been at the heart of democracy in the UK for over 900 years.

The students are taken on a tour of Parliament at the start of their A Level studies in Politics and were able to enjoy a real sense of history when standing in the hall where Charles 1 was put on trial and Nelson Mandela addressed both the House of Commons and the House of Lords.

Following a tour (students are allowed into the House of Commons and the House of Lords but are not allowed to sit on the benches, much to their distress) the students took part in a debate that mirrored those that take place in the Commons on a regular basis. Although, I would like to point out that our students were far more courteous than most MPs, and many were also far more eloquent. The future is looking quite safe in the hands of these young people. Our students were complimented



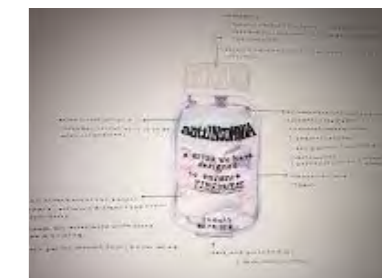
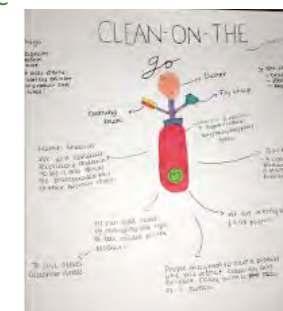
by the organisers of the debates on their thoughtful and compassionate approaches to the major political issues they debated. I'm fairly confident (and grateful) that some of these students will be returning to Parliament in the near future in a professional capacity!

Business and Economics

Year 10 Business students excelled throughout the year in lessons perfecting their exam technique. Therefore, at the beginning of lockdown the students got the opportunity to experience a different approach to lessons by completing a mini- project for 3 lessons. Using their business knowledge and abundance of creativity to design an innovative new product and a pitch in 3 lessons, one which they would present if invited to meet the Dragons' in the 2021 series! Suggested products consisted of an array of unique ideas for breakfast cereals in a variety of shapes, ingredients and colours; drinks ranging from smoothies to a packed lunch size Bubble Tea. In addition, a brush which presents a solution for all hair types, and household items including a heavy duty knife protector and a convenient family cereal dispenser with subscription that includes automatic delivery service to ensure convenience and a continuous supply of cereal. The department looks forward to their return when the students will get the opportunity to present their pitch to the class. Lessons then focused on reviewing knowledge covered in the year, and after half term Year 11 content was introduced including

Business Growth and Globalisation, very topical in terms of the challenges for businesses at the moment due to the uncertainty presented in the economic environment. The students have worked well engaging with the demands of remote learning, I am so proud of their achievements in the subject this year.

Year 12 students have become more strategically minded due to being introduced to models such as Porter's Generic Strategy, Ansoff's Matrix and Kay's Distinctive Capabilities used by corporate leaders to decide upon the future direction of a firm. Students have been exploring the external environment using the PESTLE model; in these unprecedented times never before have businesses faced such uncertainty due to the environment in which they operate. Equally, Year 12 Economics students are now focusing on Year 13 topics and investigating current issues in a variety of markets including fluctuating oil prices, social housing and financial institutions.



Design and Technology and Product Design



One of the toughest challenges students have faced with distance learning in Design & Technology has to be the lack of a workshop! We have really been extremely resourceful to get around the problem of not working on pillar drills, laser cutters and all the hand tools to go with our normal day to day school life.

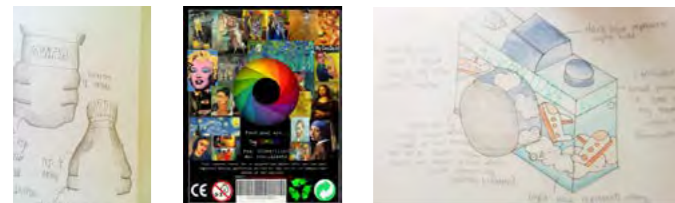
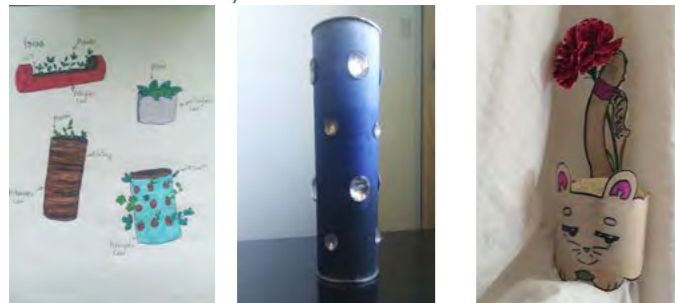
Year 7

The students have been working on research and designing their maze games & a board game made from recycled items. We have gone further to analyse & design computer games controllers, mobile phone stands and seats for small children. All the knowledge they have gained this year has been used to create their final designs seen below:



Year 8

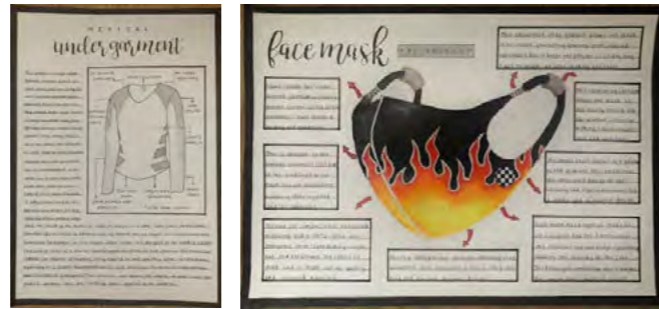
In a chance to cross over with science, the year 8 students have been completing their initial investigation into the money box project and camera packaging project as well as a mini project into sustainability. They have investigated the need for a sustainable future and have created concepts of planters for seeds made from recycled items:



Year 9

A great opportunity to develop their skills for their GCSE course next year. They have been completing weekly tasks including researching inclusive design, modelling the home of the future, methods of joining materials, iconic designs, and creating their own bluetooth amplifier designs, which we hope to actually make once the school is up and running.

Keeping with the theme of lockdown, they have design their own version of PPE:



Year 10

The GCSE group have been focusing on their preparation for year 11. Working closely with Ms J Walsh's guidance to complete crucial parts of their NEA work. Their design contexts to choose from are:

1. Multifunctional living
2. Teenage lifestyle
3. Nature and the environment

Year 12

Our year 12 students have begun the final year of A - level. They have focused on their year 13 projects, coming up with their own contexts and have begun to render some concept designs:



D&T Dept
Mr Soares & Ms Hall

30 Days of Design Challenges

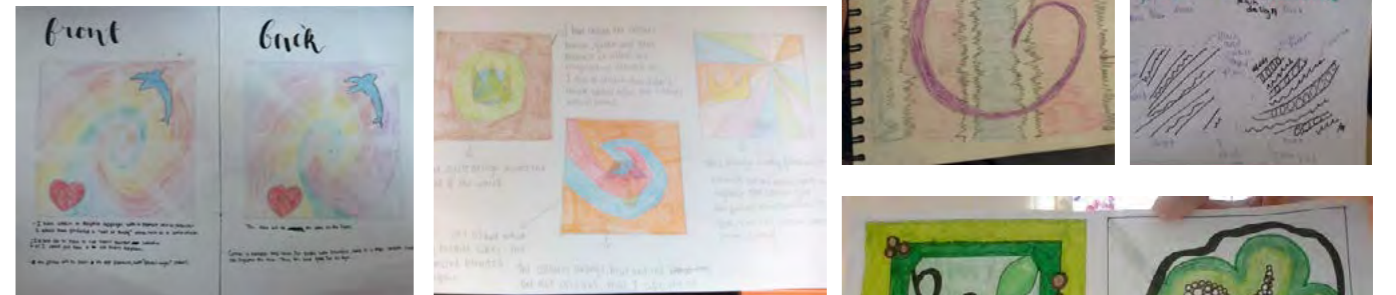
Over the summer break the KS3 students will be set the '31 Days of Design Challenges'.

1. Draw a range of different sized economic boxes.	2. 1 point perspective box.	3. 2 point perspective box.	4. 1 wood cube using isometric drawing.	5. 1 plastic cube using 1 point perspective drawing.	6. 1 metal cube using 2 point perspective drawing.	7. 1 fabric cube using isometric drawing.
8. Show your house using 2 point perspective or isometric drawing.	9. Design a product to help the elderly to get in.	10. Design a product to encourage young children to play outdoors.	11. Design a clothing item for a teenager inspired by 'Vintage Woodstock' (see attached sheet).	12. Design a children's hat that will not allow them to get hot.	13. Design a cabinet with a color block in the background.	14. Design a bag of where you live in the style of Harry Potter (see attached sheet).
15. Design and sketch a product that has a moving element in 3D.	16. Design a chair for your bedroom in the style of 'Midwest Modern' (see attached sheet).	17. Design a product to help elderly people in the garden.	18. Design a new vehicle in the style of 'Futurama' (see attached sheet).	19. Create a coin design for your mobile phone.	20. Design a storage unit in the style of 'Ella's Station' (see attached sheet).	21. Design a product that you think would help young people understand recycling.
22. Design and sketch a storage item for a teenager's bedroom.	23. Design an item for the MidWest in the style of 'Midwest Modern' (see attached sheet).	24. Design a children's toy based on your favourite animal.	25. Design a product to help people to grow vegetables in their homes.	26. Design a recycling bin for the school canteen.	27. Design a toy for a child with one arm.	28. Design a desk light for a university student. See attached sheet.
29. Design a wallpaper pattern inspired by William Morris.	30. Design a product for an elderly person with no legs.	31. Design a Trophy for the 30 Day Design Challenge.	32. Create a chair (name, color, height, weight, soft, long, short, wide, etc.).	33. Create a Storage Unit (What product does your client want and why? Use sheet).	34. Create a product especially for your client. What about why it will help them and why.	35. Create a product that you think would help young people understand recycling.

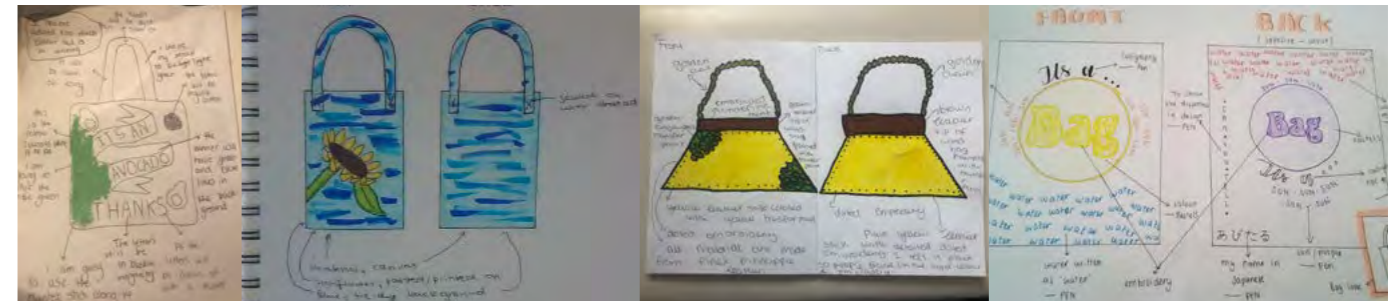
Textiles

The work produced by St Angela's girls for the Textiles department has been absolutely outstanding this year! The students have risen to the challenge of working from home and have been determined to still get creative despite the challenges they may face.

The Year 7's have been working on 'Creative Cushions'. They have analysed a range of existing cushions, researched how cotton is made, watched tutorials on tie-dye, found out what applique is and learnt how to sew a button! All this knowledge has been used to create their final designs seen below:



The Year 8's have been working on 'Sustainable Bags'. They have discovered new environmentally friendly fabrics, learnt about a range of different printing techniques, taught themselves hand embroidery, watched tutorials on how to make a tote bag and compared the effectiveness of two existing bags against one another. A selection of their imaginative final design ideas are below:



The Year 9's have been developing their skills for their GCSE course next year. They have created a series of fashion illustrations, developed their knowledge on hand embroidery, learnt a variety of fabric construction techniques, researched a Textile designer of their choice and upcycled an item. I have been particularly impressed by their dedication, passion and enthusiasm.



Congratulations once again for all your hard work!

J Walsh
Head of Textiles

Food

The photographs show some of the food made by the students during lockdown, such as Chunky Vegetable Soup, Boulangere potatoes, Cheesy Scone, Brilliant Bread, Fruity Muffins, Apple and Sultana Crumble.

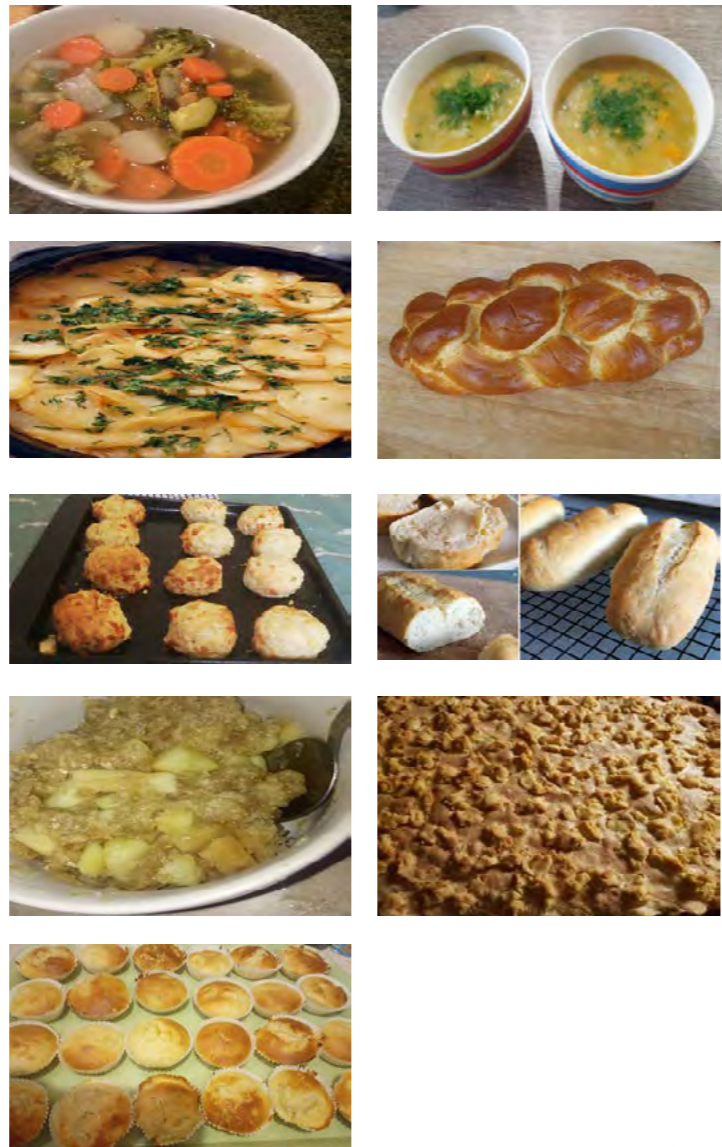
I thank all the students for their efforts, as I have acknowledged the students have shown real dedication to continuing their learning during such challenging times; You have used the opportunity to engage fully with the online learning resources. I was impressed to see outstanding work being both completed and submitted on time. Throughout the lockdown all key stage 3 Food classes were provided with different booklets online, which supported student engagement with tasks. The booklet was designed to assist in ensuring that key curriculum items were covered.

Year 7 completed "My Food diary" challenges which was a useful way for the students to keep track of their eating habits. Students analysed their diet and made changes if deemed necessary to go with the eating plan.

Year 8 also was very engaged with analysing 2 case studies of food diaries. Using their healthy eating understanding they were able to evaluate and make recommendations that encourage healthy eating.

Food Technology requires practical activities to enhance the students' understanding of the subject. Practical online activities were introduced and most students embraced it, and as a result a variety of outstanding savoury and sweet food products were produced! My gratitude goes to the families and all those that supported the students with being able to continue to produce some excellent work..

C.Uzowuru
Head of Food

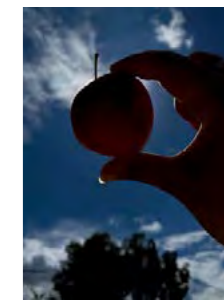


Media Studies

At A level students have produced some excellent work on a variety of topics including Gaming and Radio. The challenge of marking work from a variety of mediums- a photo of a handwritten essay, a Google slides presentation, Word and some incompatible software that won't open on any device- has been frustrating at times but I have been amazed at the resourcefulness of some of our A level students. Currently, the year 12 students are embarking on their NEA coursework productions which this year requires them to listen to and select a protest song to produce a music promo for. This has led me to try and convert them into Bob Dylan and Public Enemy fans.....not sure how that is going, but they're trying to fight the power whilst the times they are a changing.



My Year 10 group has really embraced some of the more creative elements of the unit 2 work. Unfortunately they are not able to produce some of the video work without the software available at school. However that hasn't stopped them producing some excellent themed photography work, which some of you may have seen in the bulletin or school website. They have also produced storyboards and created photo stories, mostly with the aid of their mums or teddy bears. This week, I shared voiceovers with the students through Screencastify (I am pitching a snappier brand name), which I think went down well.



Year 10 lighting experiment



Year 10 cells from 'Jurassic Park' storyboard



Year 10 Ghost....

Drama

Although Drama has been particularly challenging during this period as students have had no opportunity to engage in the practical side of the subject, Drama has prioritised sharpening the theoretical side of Drama and Theatre studies. Students have worked tirelessly to understand methods of acting, stage design and the role of a director. Students in Year 10 have been working on their portfolio of evidence and collecting information to strengthen the practical performances that they will create eventually. The research that has gone into these projects has been very interesting with groups exploring; body modification, colourism, racism and the Black Lives Matter campaign.



The GCSE cohort for next year have been particularly impressive, showing their commitment to the course before they have even begun! Taking part in voice challenges and equipping themselves with a broad range of drama terms in preparation for the evaluations of performance they will create. Students have watched a production of Evan Placey's 'Girls like that' and delivered excellent feedback on their understanding of live theatre. Well done girls!



Section 1

The stimulus for our drama performance is "There is no greater agony than bearing an untold story inside you". Our group had different interpretations of the word agony so through this we researched alternative forms of harassment using media outputs and incorporated it into several stories. Harassment is non discriminative and can happen at any age causing an impact in someone's life leading to internal, mental or physical agony, this is how the stimulus relates to the idea our group chose: "sexual harassment".

During my research on different forms of harassment I came across a tfl advertisement about reporting sexual harassment with a strong message (picture 1). The group decided to educate our audience on harassment and molestation so it is not ignored and people are informed. I then researched statistics on how many people report harassment and where it occurs most frequently. I discovered that, researchers from the Trades Union Congress and the Everyday Sexism Project found that 52% of women experienced unwanted behaviour at work along with girls aged 16-24, the reporting of sexual harassment rose to 63%. This research links to our stimulus as each of the four stories in our performance are untold stories that have different outcomes affected by their situation and none are reported.

The tfl advertisement inspired the idea for my character to be molested on a train in one of the scenes (picture 2) and wherever she goes her past is brought with her. This is shown through physical theatre by my group climbing and tugging on me, weighing me down as I stumble to the ground. We linked this scene to the stimulus to enlighten how harassment leads to a negative outcome on the individual, shown by my character.

By Ranceel Cubita

HEALTH AND SAFETY IN FOOD TECH!

WAYS TO STAY SAFE:



One of the most important thing 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 off either.

STAY SAFE AND HEALTHY!



Food hygiene

By: Jennifer Pereira Morais

Make sure you:

- Pack up your hair to avoid bacteria and small hairs on your food
- Remove jewelry and watches as they can bring bacteria to your food
- Remove your jumper Or roll up your sleeves

To keep yourself and others safe NEVER.....

- Leave knives laying around to accidentally hurt yourself or others
- leave different types of food laying around near each other because cross contamination will make the food dirty and you can get sick when eaten
- sneeze or cough over the food

Always wash your hands!

- When touching different foods (raw foods)
- After sneezing or coughing
- After cleaning the dishes or around
- Always possible



Sociology

Over the course of the summer term, the Sociology department has been teaching Year 10 the topic of Education. Prior to the school closure, students had not been taught this topic, so we have had to explore new ways to keep students engaged and challenged as we would usually do in the classroom. Our Year 10 students have been exploring the functions of education from a Marxist, functionalist and feminist perspective. We have used a range of strategies to engage learners for example; Friday google stream class discussions, creating their own school codes of conduct and google stream debates. These tasks were designed to give students the opportunity to discuss their ideas (a very important part of Sociology!) so that they can apply their own experiences as examples in exam question responses.

BLACK LIVES MATTER

Task: Is this a modern day 'racialised class fraction'? Explain your reasoning.

TASK: Is this a modern day 'racialised class fraction'? Explain your reasoning.

The Black Lives Matter is an example of racialised class friction because it aims to bring awareness to the current and precedent economic and social inequalities that ethnic minorities, particularly black people suffer. This is applicable to Miles' theory because the Black Lives Matter movement like the Civil rights movement has encouraged black individuals to adopt a stronger 'black' identity.

TASK: Is Notting Hill Carnival an example of a racialised class fraction? How can such events be seen as making progress away from Miles' view? What does this suggest about Miles' theory?

The Notting Hill carnival is an example of social solidarity and cohesion rather than racialised class friction because people from all ethnicities come together to celebrate Caribbean culture and traditions. Therefore, it could be argued that the existence of such a carnival is seen as making progress away from Miles' view because no longer are people experiencing racialised class friction due to their being less of a distinctive divide between white people and ethnic minorities. This suggests that Miles' theory is no longer applicable to ethnic minorities as they can access social mobility and can co-exist with their fellow white working-class counterparts.

Evaluation of Patterson's host immigration model

	The 2016 Referendum on Brexit revealed that some English people had the opinion that the UK had become too 'full' with foreigners that are exhausting the resources such as schools, hospitals, NHS and other things such as government expenditure. And that due to the influx of immigrants from all parts of the world, the English identity is starting to fade away. The overall argument for those wanting to leave the EU, was that there weren't enough jobs, the open door policy is a hindrance to our economy and people miss the pre-EU days, where Brussels didn't control Britain.
	It could be argued that Patterson's host immigration model is outdated because it takes a very naive approach to struggle and the discrimination that immigrants had to endure. The theory reduces the racism that immigrants experienced to just a mere disagreement between the 'host' and immigrants. Whereas in contemporary UK, under the law, the actions that the host would have displayed would have been classified as discriminatory/prejudices.

ACTIVITY

Review the following article on 'The English Defence League' and answer the following questions:

1. Why do groups like the EDL exist?
2. How much do sight groups benefit the bourgeoisie?
3. Why do the existence of far right groups like the EDL support Marxist explanations of ethnic inequality? Refer to Marxist theorists in your response.

1) Why do groups like the EDL exist?
Groups like the EDL exist because Ordinary men and women are increasingly attracted to nationalist causes that seek to defend mythologised traditional cultures and the various interests of what are seen as their nation's 'indigenous population'. Many of these people feel undervalued, marginalised and forgotten. They look at the world as it is now, a world that appears to be falling apart at the seams, and they worry about what the future may hold. They sense that things are getting worse, and that things of genuine value to them are being lost. This same perceived threat of immigrants coming to take the indigenous peoples (English peoples) jobs was felt by the spectacular subculture skinheads who embodied white working-class culture from head to toe.

2) Do sight groups benefit the bourgeoisie?
To an extent sight groups benefit the bourgeoisie because they perpetuate a feeling of hostility which results in tension between the white working-class (who often find themselves in organisations such as the EDL as they are underrepresented by politicians and trade unions) and immigrants. These tensions between the two groups benefit the Bourgeoisie as they are not at the forefront of the sight groups' anger instead the tension between the white working class and immigrants result in conflict, which doesn't allow for them to unite. This could be applied to the false class consciousness theory because as long there is a racial divide amongst the white working class and immigrants, they will never be able to reach their full potential - a true class consciousness as they are revolting amongst each other rather than against the exploitation of the ruling class. However, these sight groups, EDL in particular, do not always benefit the Bourgeoisie because one of their main arguments is that immigrants do not aid the economy instead, they steal jobs that could be given to the white indigenous community (English people). This argument instead threatens the livelihood of the Bourgeoisie as immigrants traditionally stand in as a reserve army of labour which allows them to generate money which would later be invested into the economy during a time of recession. For example, the 2008 recession.

3) Why does the existence of far-right groups like the EDL support Marxist explanations of ethnic inequality? Refer to Marxist theorists in your response.
The existence of far right groups like the EDL support Marxist explanations because according to Castles and Kosack the arrival of immigrants led to the working class being divided into two groups, with the indigenous white population becoming the top layer of the working class and the immigrant workers become a distinctive grouping at the bottom - making them the most disadvantaged group within the working class. This could be applied to the EDL as their actions continue to perpetuate the idea of the immigrant working class being inferior and at the bottom because their arrival in the UK meant that their accessibility to employment declined. In addition, Castles and Kosack argue that the immigrants are made scapegoats, as they are blamed for the failing economy, which is reinforced by sight groups like the EDL.

At A Level, our Year 12 students have been working exceptionally hard studying the topic of 'Social Inequality'. Teachers in the Sociology department have been delivering lessons using a variety of interactive strategies exploring ethnic and age related inequality in the UK and globally. Within this section of the specification, learners have had the opportunity to develop knowledge and understanding of contemporary patterns and trends in ethnic and age related social inequality within employment, social mobility, wealth and income. Teachers in the Sociology department have incorporated current news events during this unique time to engage students in theoretical debate, exploring conceptual issues and developing skills of analysis and evaluation of sociological research and evidence.

Computer Science

Year 7 Computer Science

Scratch Programming
The work produced by St Angela's girls for the Computer Science department has been absolutely outstanding this year! An amazing year group that has investigated which types of computer games are popular and why. They have demonstrated and explored the importance of developing program skills of moving sprites, embedded IF and Else functions, and using the repetition process when using Scratch Programming.

Programming Movement - Skills Task Sheet

3) Create a 'train of sighter' sprite and write a program so that you can move the sprite up, down, left, and right using the arrow keys.

Screen Shot of Your Script	Explanation of the Script (How does it work?)
	When the green flag is clicked, it will forever let the sprite face upwards and move upwards, WITH the up arrow key pressed.
	When the green flag is clicked, it will forever let the sprite face downwards and move downwards, WITH the down arrow key pressed.
	When the green flag is clicked, it will forever let the sprite face the left and move to the left, WITH the left arrow key pressed.
	When the green flag is clicked, it will forever let the sprite face the right and move to the right, WITH the right arrow key pressed.

Year 8 Computer Science

Python Programming

Year 8 have completed fantastic program code using Python Programming. The students have shown amazing resilience and grown confidence in programming independently, and have worked very hard demonstrating great problem solving skills.

A number of programming tasks to practice programming simple arithmetic.

Programming Activities

- 1) Write a program below which prints your name to the screen:
`print("Hello Quibler")`
- 2) Write a program which prints a message to your friend about what you are looking forward to when you come back to school:
`print("Hi, I'm back! What do you look forward to when we get back to school?")`
`print("I really miss everyone at school and you! I want to see you and catch up when we get back to school!")`
- 3) Create a program to output the code for the season:
`print("Summer")`
`print("Autumn")`
`print("Winter")`
`print("Spring")`

Extension Task: Write a program that will allow the user to input their name and age and then output the name and age that have been entered on the screen:
`name = input("What is your name?")`
`age = input("How old are you?")`
`print("Name")`
`print("Age")`

A presentation based on the differences between the World Wide Web and the Internet

Have a wonderful and safe summer.
Miss Ali, Computer Science Department

Year 9 Computer Science

The History of Computers

Year 9 have explored and have really enjoyed the History of Computer Science and how codes were decoded using PigPen Cipher methods during World War Two. The students investigated the logic behind computers and mathematics and how problem solving happened in computers using Binary Digits.

Year 10 Computers Science

Programming Project

Year 10 have taken a very mature approach to their learning and have worked above and beyond meeting all expectations during the lockdown. The students have worked on their programming project and have shown excellent resilience of working on algorithm and pseudocode writing of code. Well done superstars!

How to make a pancake (you may use your own recipe)

Pseudo Code	Draw the flowchart
<pre> 1. Get a bowl 2. Put flour in the bowl 3. Put eggs in the bowl 4. Mix ingredients until smooth 5. Pour batter into a hot frying pan 6. Is the pancake cooked? 7. No, keep cooking 8. Yes, flip the pancake 9. Eat it </pre>	

The Computer Science Department is very proud of all your hard work that you have put in during the lockdown. The engagement and resilience shown in Google Classroom has been excellent and you all have really responded to teacher feedback very well. Well done!

CURRICULUM SUPPORT

ASDAN units delivered were carefully selected with the intent to ensure all students had accessible lessons throughout remote learning. Units were implemented through a range of resources, interactive visuals and structured writing frames, promoting a positive lasting impact on our student's lives.

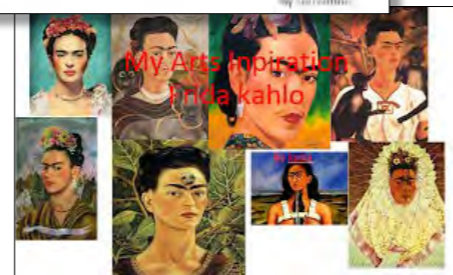
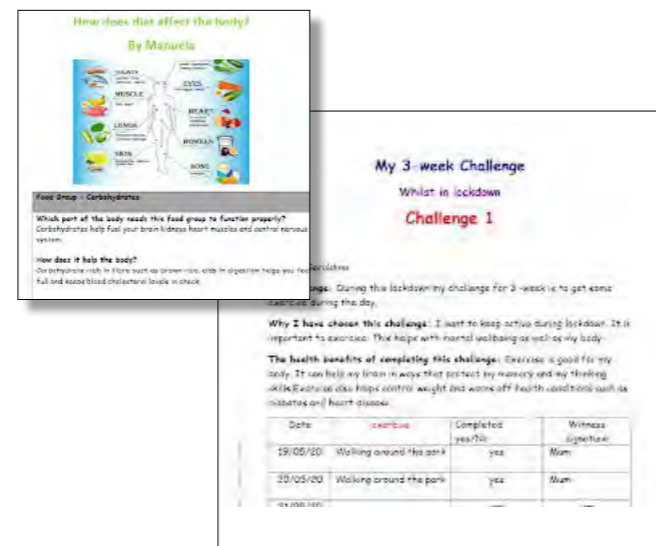
Year 9

Our amazing new cohort of Year 9 Students have been introduced to environmental awareness and have embraced this unit with great enthusiasm. Students have been working on mini projects to develop their understanding of human behaviours which harm and help our environment. Students have handed in some interesting assignments on different types of local environmental issues which are relevant to their life and the impact these issues have on others.



Year 10

Year 10 students have been looking at keeping fit and staying healthy during remote learning. The unit "Healthy Living" seemed to be a fantastic choice to ensure the students were looking after themselves physically and mentally during these challenging times. Students have produced food diaries to analyse their own eating habits, action plans to improve and implement a healthy lifestyle and produced some informative presentations on healthy living. In addition to this, students have taken part in a three-week challenge to encourage healthy eating, going to bed at a reasonable time, going to bed without a smart phone, drinking at least eight glasses of water and exercising to promote wellbeing during lockdown.



Year 10

Arts Award students have been very creative writing poems, stories and creating mood boards of their lockdown experiences. Students have also been creating a project on their inspirational arts influencer. The girl's influencers were a mixed bag of famous figures from Frida Kahlo to Walt Disney.

LSU Review



With everything going on in our world, a proactive approach to individual wellbeing is more crucial than ever. The Learning Support Unit quickly developed 'virtual mentoring options' which allow young

people to 'meet' their mentors via Google Classrooms and through telephone calls, whilst maintaining safeguarding guidelines. Students have had the opportunity to adapt mentoring to suit their needs, some meeting at scheduled times on a regular basis, others opting for bespoke touch bases. As mentors and mentees embrace this new style of connecting, we have been able to continue to provide this valuable additional support for our young people.

'As a Year 12 student the pressure has been on in many different aspects of my life. My mentor helped me separate all these issues and tackle them. Miss has helped me catch up with school work as it has been a big factor that has been stressful. She was able to act as a connection between myself and my teachers in order to help me understand what I'm meant to do easily.'

Although the global pandemic has put us in a situation of having virtual meetings and catch up sessions, Miss has still managed to make them personal and comfortable. That has helped immensely as it enabled me to open up easily!'

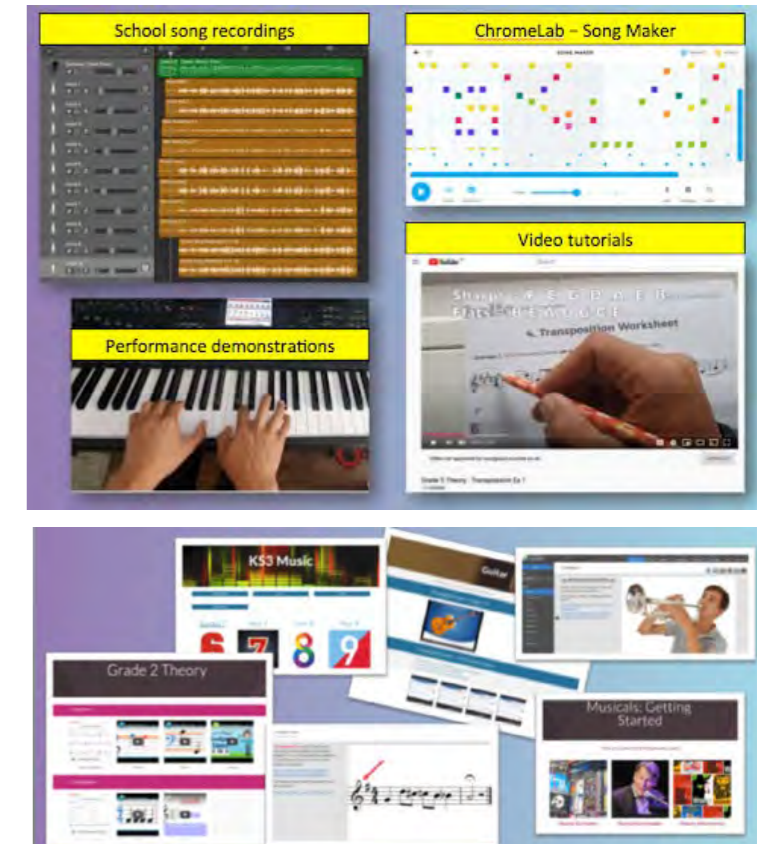
'The mentoring during lockdown has been very helpful so thank you! The support I've been getting has been great because someone is always there when I need them! When I was a bit upset I was able to talk to my mentor online and she gave me ideas of things to do when I'm upset or stressed. I'm very thankful because I wouldn't know what to do if I didn't talk to you about it so thank you!'



Music

Our GCSE and A-Level musicians have been busy over this period, practising their instruments where possible and composing using available resources (such as SongMaker pictured). We have provided Music Theory and Performance support by creating video tutorials. Our incredible singers sent recordings of themselves singing the School Song which we blended together to create a virtual choir, used for Yr11 Presentation Evening and Yr13 Leavers Mass so far.

During this period, our brilliant musicians have sent us several recordings of their playing that we have listened to and provided feedback and praise. They have sent us MP3s of exciting tracks they created and demonstrated their listening skills across many genres including Pop, Musical Theatre and Classical. The Music Department has also created a KS3 Music website with video demos and graded music to enable students to learn instruments such as piano and guitar at their own pace, as well as a comprehensive music theory website covering Grades 1-5.



Ask any St Angela's psychology student what the subject is about, and they will tell you 'psychology is the study of human behaviour and the brain'. Although our physical classrooms have been closed this term, our students have continued to expand their understanding of psychological concepts and were able to apply this knowledge to the wealth of changing behaviours/social practices we have been exposed to throughout the pandemic. These experiences have enabled our students to see beyond their textbooks, and truly appreciate the subject for what it is.

At both GCSE and A-level our students have adopted the role of a researcher and have been designing their own research proposals which could be used to investigate questions like: "Has human behaviour changed since the outbreak of coronavirus?"

At **GCSE level**, our learners have applied their knowledge of Year 10 topics to our current experiences in lockdown. These sessions have given them the opportunity to consolidate their existing knowledge whilst considering how different psychological concepts/theories can be applied to the real world. They have considered the following:

Social Influence: Why are the majority of the population following government guidelines?



Memory: Why are the government using the slogan 'Stay Alert- Control The Virus- Save Lives'?

Sleep and Dreaming: Has your circadian rhythm been affected since lockdown?

At **A-level**, our Year 12 have also explored how the pandemic has affected social etiquette, child rearing practices and the prevalence of mental disorders in the UK and beyond. They have discussed the following:

Attachment: Has the role of the father changed in many households since the start of lockdown?

Psychopathology: How might individuals suffering from mental disorders such as OCD be affected during the pandemic? Do you think there has been a rise in the prevalence of depression since the outbreak?



Social Influence: Why do the majority of the population now wear face masks when in public places?

Conformity is 'a change in a person's behaviour or opinions as a result of real or imagined peer pressure'. There are three different types of conformity which may be the real reason why people have been obeying guidelines. Compliance is when an individual agrees in public and disagrees in private. For example, someone may not believe wearing a mask will protect them in any way from the virus but will wear one only 'to be liked'. This is normative social influence – conforming to a majority in order to avoid rejection and social disapproval.

Khadijah, Year12

In addition, our students have also examined key debates within psychology such as the nature versus nurture debate. They then went on to analyse the documentary 'Three Identical Strangers' which outlines the harrowing story of triplets who were separated at birth as part of a covert, psychological experiment. Our students then used their understanding of this key debate and ethical guidelines to assess whether this was morally acceptable or not.

The psychology department has been extremely impressed with how well our students have made the transition from traditional classroom learning to working remotely at home. Our students have continued to submit work which reflects their strong subject knowledge and enthusiasm for psychology. They are always striving to develop their skills further and have utilised Google classroom to allow them to effectively communicate with their teachers. We are so very proud of their positive attitudes towards learning and the quality of the work they have been submitting. We cannot wait to get back into the classroom with our budding psychologists in the near future.



SUMMERTERM Rise Up Days

St Angela's held its first remote Rise Up Day in May.

The Year 10 Students had an Online Retreat and the other year groups explored relationships.



The day also included the student further exploring their Ursuline Student Profile and the virtues of Listening and Attentive. This included looking at the world around us and how it is possible always to make a difference- Captain Tom was used as a prime example to us all in taking action.

Students were given the opportunity as ever to feedback-

'I enjoyed thinking about how we can help those around us'

'I just want to say that I really enjoyed Rise Up Day and also did most of the work on paper, because I will keep it and I am looking forward to showing you when we are back in school'. 'I really, really, really, really enjoyed last week's Rise Up Day because it gave me the opportunity to think about my friends. I realised that I don't yet really know my friends that much and need to get to know them better! Thank you for a lovely day sir.'

'I really enjoyed Rise Up Day. The activities were fun and I learned new things. My favourite was the healthy relationship work. It taught me how to keep a healthy relationship and how to notice a bad one. Also, I learnt about the rights and responsibilities of myself and my peers in a friendship. I enjoyed writing the thank you card and my teachers have responded so that's nice too. I have printed my work and I will show you when we return.'

'I enjoyed Rise Up Day very much. It made me think a lot about all of the good times we had in school and about the good times that will come when this is all over. I liked the work on changing relationships and how things need to change for the better in the future.'

'I liked the Rise Up Day very much. I really liked saying thank you on the thank you card. It was my favourite part'

'I enjoyed Rise Up Day. I enjoyed designing the poster and am happy people got to use it to say thank you. The lessons on the day were interesting and gave me time to think about things around the world'

'I liked Rise Up Day a lot. It made me think about my friends and how to be a good friend. I am looking forward to seeing everyone soon. I hope we get to see each other before the end of the year.'

Our final Rise Up Day of the academic year focused on our physical and mental wellbeing.

Students across the different year groups started the day with a very important presentation on Black Lives Matter. They then participated in a range of lessons designed to support them with their wellbeing. Students identified the activities that helped them feel happy and calm and were then equipped with effective strategies which they can use both now and in the future to help maintain a healthy wellbeing. The day highlighted the importance of connecting with others and how talking to friends and family has the power to uplift us

and support our wellbeing. Sessions were designed by the PE, Music and Drama department and included a range of exciting and engaging activities. We also had a lovely session on our ursuline profile as part of the day. These activities proved that being active, exercising and moving our body really helped improve our wellbeing. The sessions gave students the chance to be creative. It was clear that by expressing ourselves and using our imagination it helped us to feel positive.

Students were given the opportunity to reflect on their personal journey with wellbeing. This included taking notice of the things around them such as the beautiful plants and then taking notice of what is inside of them individually. Students participated in simple but very important acts of kindness towards others during the day demonstrating their kindness and appreciation for family and friends.

As we end the academic year we encourage all students to continue learning new skills and finding out about things that interest them so they discover what they are passionate about. The adventure of learning is another key way of supporting wellbeing. Understanding what has a positive effect on our wellbeing is important as it helps us develop routines for a more happy life. Supporting each other's wellbeing will continue to be of high importance in our community and this day reminded all students that our physical and mental wellbeing is so important and we as a school are there to support them in maintaining it.



School Uniform

The uniform provider for St Angela's Ursuline School is:

Fashion Stop [Schoolwear]
138 High Street North, East Ham, E6 2HT
Tel: 0208 552 3200
Email: fashionstop@hotmail.com

We believe that the wearing of uniform is an important sign that our students take pride in belonging to St Angela's Ursuline and are willing to take part in all aspects of school life. Correct uniform must be worn at all times.

The uniform is as follows:-

Brown pleated kilt
Blouse: Cream (Years 7 and 8)
Gold (Years 9, 10 and 11)
Brown blazer (compulsory for Year 7-9)
Brown blazer with gold trim (compulsory for Year 10 and 11)
Plain dark brown sweater
Plain outdoor coat in brown, black, grey, navy or beige
Sturdy brown or black shoes suitable for school
Scarves and headbands must be plain black, brown or beige

PE Kit:

Black shorts
Gold shirt
Black sweatshirt
Plimsolls or trainers not covering the ankle
Parents agree on acceptance of a place, that their daughters keep to the regulation uniform. In the case of persistent refusal to wear the correct uniform, Heads of Year may send them home to change, having first contacted the parents and notified them that they are doing so.

Hair

Hair colour and style must be appropriate for school
Hair must be natural in colour
Hair accessories are either plain brown, black or beige. Coloured / patterned head scarves are not allowed

Make-up

Should look natural and age-appropriate
Any student wearing excessive make-up must remove it
Nails must be natural in colour and worn short (no longer than 5mm above finger tip) to ensure safety when playing sports and in practical subjects

Jewellery

A single pair of stud earrings may be worn (one stud per ear); they must be no larger than a penny in size
Students may wear a watch
Students may wear a small religious symbol such as a cross or crucifix on a plain chain around the neck, which must be worn inside the shirt
No rings, no bracelets (or armbands of any sort)
No ankle bracelets
No facial piercings (including tongue) and no skin piercings are permitted for health and safety reasons
All jewellery must be removed for PE lessons for reasons of safety
If girls do not keep to these regulations and persist in wearing other jewellery, this will be taken from them
The school will take no responsibility for jewellery which should not have been brought into school

Footwear

Plain black or brown sensible sturdy shoes are the only permitted footwear.
No shoes made of cloth or canvas
We ARE permitting trainers in September
No boots. This includes ankle boots or any footwear which goes above the ankle bones
No sandals/ sliders
No embroidered or decorative patterns on shoes, including designer logos
No coloured laces, tags or distinctively coloured eyelets.
Socks and tights must not be worn together.
Tights and socks should be plain (no pattern or logo) they must be plain black, brown, grey or white
In very bad weather conditions – heavy snow and/or ice – students should take sensible precautions and wear appropriate footwear e.g. boots or wellingtons. They will then change into school shoes once inside school

Skirts

Skirts must be worn as designed
Skirts must not be worn higher than knee level
Skirts must not be rolled up at the waist

Blazers

Are compulsory and must be worn at all times.
If a student is warm, the jumper should be removed, however the blazer must

remain on unless given permission from the head teacher.

Outdoor Coats, Scarves and

Hats

Coats must be plain black, brown, navy, dark green or beige. Khaki coats are not allowed. Coats must not be patterned or have large logos.
Coats must be longer than the school blazer – bomber jackets and sleeveless jackets / body warmers are not permitted.
Coats must be made of cloth – not real or imitation leather or fur.
Coats may not be worn as a substitute for the school blazers
Scarves must be plain black, brown, beige or white – NOT patterned.

School Bags

School bags should be 'fit for purpose' – designed to carry books and other school equipment
School bags are not fashion statements and should not have inappropriate logos
School bags should have good spinal support which will help improve posture

General Appearance

Please remember that Uniform regulations apply at all times when the uniform is worn, in school as well as going to and from school. Remember as St Angela's students we want to be positive role models for others and that we represent ourselves, the school and our families at all times.

Uniform Policy

Any student who is in deliberate and continuous breach of any of the above runs the risk of being excluded from class or from school until such time as the issue is rectified. The argument that any such breach is supported by a parent is not acceptable. In emergencies a Head of Year may provide temporary exemption from one or more of the above but only after a written request from a parent.

Items which are not part of school uniform such as jewellery, coloured scarves, patterned headscarves and hoodies will be confiscated and returned at the end of the half term in which they have been confiscated.

Following rules of uniform is a criteria for getting into most Sixth Form colleges.

CAREER ADVICE AND

Examples of Work Experience, Mentoring and Careers

Clifford Chance Year 12s Mock interview Day - July

Forty-one Year 12s
Through our work with Futures East London Careers Cluster (15 Billion) Forty-one Year 12s undertook a zoom practice job interview with an executive or lawyer from city law firm Clifford Chance. A rare opportunity to practice interviews and get feedback on how to improve employability skills from a top law firm.

KPMG and Clifford Chance – Year 11 CV Project- May to June

Twenty-three Year 11s
Via Futures East London Careers Cluster (15 Billion)- which resulted in Twenty-three Year 11s and a few 6th formers receiving guidance on producing a CV and professional written feedbacks on their completed CVs from volunteer executives at KPMG Accountancy and Clifford Chance Law firm.

Facebook Elevate Project – Mentoring with Facebook Executives – July to end of August

Chideraa (12 Sharif) and Maryam (12 Jenkins)
Via our partnership with The Brokerage City Link – 2 more of our Year 12s joined this cutting edge project which 3 of our Year 12s completed last term. They will take part in a series of six online meetings /events run by Facebook and will be linked to a software developer or tech professional learning about tech careers and employability skills. They will also give a business presentation to Facebook executives

Creative Mentor Network- 16 weeks mentoring with Senior Producer at Jamie Oliver- June to Oct

Haajadri (12 Carruthers)
Following the success of 5 of our 6th formers last term a further Year 12 was selected by CMN to work with a leading creative industry employer. This is a 16 week project with fortnightly online meetings with a professional mentor and contributing real work for the employer. Haajadri is linked to a Senior Producer at Jamie Oliver an exclusive opportunity to learn about careers in TV production and Social Media

Carbon Academy 2020 - M&C Saatchi Advertising Agency Mentoring and Work Experience- April to Sept

Shelly (12 Blake)
Shelly applied for this competitive project and is now undertaking 6 months mentoring and work experience from M&C Saatchi Advertising Agency and has been linked to a female advertising creative executive

Bart's Health NHS Trust – Pathways to Health Mentorship Project - April and June starts

Heavenly (12 Pellegrini), Venus (12 Kane), Ashmi (12 Cunningham), Shara (12 Sharif) and Daniela (13 Clift)
Via our compact with Bart's Healthcare Horizons team five of our Year 12s started the Pathways to Health Mentorship Project. This includes online workshops with doctors exploring healthcare careers, a healthcare professional mentor and support with UCAS applications for their chosen medical profession.
A further 7 of our Year 12s have also attended Bart's Horizons Medical + Dental Zoom Insight events

In2ScienceUK –Science Research Virtual Work Experience Placements- July to August

Venus (12 Kane) and Mohammed (12 Pellegrini)
2 Year 12s to complete a 1 month In2 Science project-with workshops learning about STEM research from research scientists and mentoring in a chosen field- virtual placements include research institutes at Cambridge, UCL or Kings or a science employer such as Dyson or Oxford BioMedical

University of The Arts London (UAL) Art + Design Taster courses - Spring and Summer

Shelly (12 Blake) and Emilia (12 Sharif)- London College of Communication- Graphic Design + Animation
Maryam (12 Jenkins) - Central Saint Martins – Architecture and Product Design
Three Year 12s successfully applied for the UAL Insights Spring + Summer virtual schools at prestigious Art colleges giving higher education tasters of Art + Design specialisms.

RBS Royal Bank of Scotland – Work experience and mentoring programme- July to August

Mohammed (12 Pellegrini) Organised through our partners The Brokerage City Link – Mohammed and further Year 12s will take part in this Summer virtual work experience learning from RBS finance professionals and corporate lawyers Jefferies Financial Group- Investment banking careers workshop – June 20
Mohammed (12 Pellegrini) and Zoe (12 Liston)
two Year 12s took part in this virtual investment banking careers seminar from Jefferies Investment bank, this was organised by SEO London who run careers programmes for our students with city employers.

Jefferies Financial Group- Investment banking careers workshop – June 20

Mohammed (12 Pellegrini) and Zoe (12 Liston)
Two Year 12s took part in this virtual investment banking careers seminar from Jefferies Investment bank, this was organised by SEO London who run careers programmes for our students with city employers.
Mr Jarvis - School Careers Adviser

M&CSAATCHI

In²science^{UK}

ual: university of the arts london

NHS Barts Health NHS Trust

CREATIVE MENTOR NETWORK

RBS

KPMG

Realising Opportunities Russell Group Universities Project 2020 Year 12 and 13 Successful outcomes!

Realising Opportunities includes taster lectures, events and mentoring for sixth formers provided by 16 of the country's leading Russell Group research intensive Universities. The Universities are: Birmingham, Exeter, Goldsmiths, Kings, Leeds, Lancaster, Leicester, Liverpool, Loughborough, Queen Mary, Newcastle, Sheffield, Sussex, UCL, Warwick and York. Each student is linked to an undergrad mentor studying a subject they aspire to. They also complete an academic assignment. Those completing get RO (Realising Opportunities) UCAS degree offers at Russell Group Universities - 2 A level grades lower than standard offer! We have now been working in partnership with "Realising opportunities" for 7 years via our host University Kings

College, University of London. Twelve Year 12s (Asiyia, Jennifer, Hamza, Liona, Amandeep, Chetan, Saaima, Aliyah, Aleksandra, Rabir, Rumaysa and Antuanetta) a very high number from one school were successful getting onto the project this academic year! They attended a launch at Kings College in January and the National RO Student Conference at University of Exeter in March. We also have seven Year 13s (Tomiva, Gurmel, Destiny, Rayshad, Paula, Nabilah and Liezai) who completed the 2nd year of Realising Opportunities with fantastic RO reduced UCAS offers at Russell group universities, examples of offers received as follows:
Medicine – Queen Mary University of London - AAA (instead of A*AA)
Psychology – UCL University College

London- AAB (instead of A*AA)
Psychology – Queen Mary – BBB (instead of AAB)
Economics and Industrial Organisations - Warwick – AAB (instead of A*AA)
Maths – Kings College University of London- AAC (instead of A*AA)
Children's Nursing – University of Birmingham – BCC (instead of BBB)
Ancient World History- UCL – BBB (instead of AAB)
Maths - University of Birmingham- ABB (Instead of AAA)
Maths – Lancaster University - ABB (Instead of AAA)
We hope to get some more of our new Year 12s onto this great project next academic year!

I Can You Can Too Coaching and Mentoring Programme 2019/20 Year 12s work alongside leading City Employers!

The #icanyoucantoo careers mentoring programme helps young people with the confidence and skills to access career opportunities with major employers in competitive industries. A former pupil of our sixth form Mr Nilesh Dosa, a consultant at Big-4 Financial Services firm EY, runs this for students from St Angela's, St Bonaventure's and Barking Abbey Schools and his work with the project has recently been featured in Forbes magazine. Eight of our Year 12s were selected to take part: Kioli and Catherine (12 Carruthers), Paula and Liona (12 Kane), Neo (12 Liston), Daniela (12 Cunningham), Rabir (12 Pellegrini) and Tracy (12 Sharif). We also had 2 Year 13 Ambassadors Delina (13 Hector) and Bella (13 Oyebanjo) who did a great job supporting the events and our Year 12s participation. From Oct 19 to end of Feb 20 there were 4 events hosted at EY, Linklaters Law Firm, Redington Investment and Moo Design's prestigious offices in the City as well as a "Live Career Library" at Pearsons Business College. From March the programme moved online with weekly group mentoring and training sessions until the end of June 20.

Our mentees learnt from a top team of executives and recruiters from these companies about what employers look for and how they recruit. They also practised key employability skills.
Highlights included:
A launch session at EY Canary Wharf with Debate Mate
An event at Moo – how to develop your personal brand and emotional resilience
First Impressions / Interview Skills – Linklater's Law Firm
"Live Careers Library"- 37 professionals from accountants, actuaries, investment bankers and marketing managers to lawyers, architects, doctors and engineers all with major employer's formed into panels to talk to our mentees about their career area's
Weekly Video conferencing April to June 20 - talks and group mentoring sessions facilitated by Nilesh with guest speakers including those in key roles at EY and HSBC
Our Year 12s also took part in the following activities which were assessed by EY and Redington executives and recruiters– they also received personalised written feedback.
Group discussion selection exercises at Redington with students from other schools


Our students giving video presentations on a topic of their choice
How to write CVs and CV reviews
Practice telephone mock Job interviews
Examples of the great feedback received from our mentees and ambassadors:
"I feel the inspiration and teaching we have received so far has and will continue to provide us with life skills and important things to think about going forwards in life" – Neo
"I found writing a CV and getting a professional to review it really helpful as I learnt how to make my CV stand out from the crowd" – Paula .
"It's a very inspirational programme. It covers different aspects like careers and character building and it has helped me understand my character even more and shown me how to present myself" - Daniela.
"The skills and experiences I've gained have been so insightful and invaluable. I particularly enjoyed the session on personal branding as it was very eye-opening and useful" – Delina
"The Icanyoucantoo project was well worth applying too" – Rabir
Mr Jarvis - School Careers Adviser

Year 10 Google Meets

This term Year 10 took part in our first Face to Face with myself as the Head of Year, SLT and groups of Year 10 students. It was such a pleasure to see or speak to all of the Year 10 students and hear how they have been coping during these difficult times. It really highlighted the amazing achievements of the year group. Students have been working so hard in a brand new way to them and have adapted beautifully to a completely new way of learning in their home environment.

It was also really valuable to receive student feedback on home learning. Students had really enjoyed the Form Quiz from the previous week and voiced they really enjoy a full range of different interactive lessons. Students gave really positive feedback about members of staff who were adding their voices to powerpoints which led the school to rolling out the use of Screencastify, a combination of video and powerpoint, which has been very positively received by Year 10.

Ms Peacock, Head of Year



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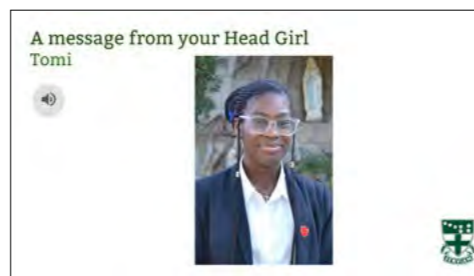
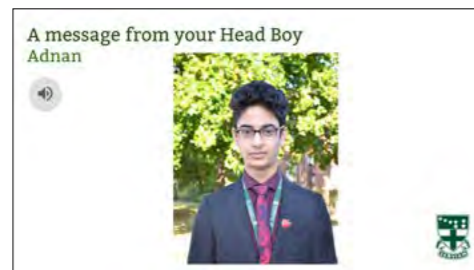


To check if you are eligible visit: www.getintoteaching.education.gov.uk
Contact us to discuss your options further www.eltsa.co.uk
c/o St Angela's Ursuline School T:020 8472 6022

Year 13 St Angela's Leavers' Liturgy

On 15th May the sun was shining on what would have been our 6th Form Leavers' Mass, which would traditionally be held on Brescia lawn, for our celebratory gathering. Students were told to imagine that they were there with their peers and staff, wearing their old school ties and blazers.

Together we watched and participated in an online presentation from the safety of our homes.



Year 7 Thank You Postcards

The 19th of March 2020 will be a day none of us will ever forget. It was announced by the government that schools would close on the 23rd of March in order to reduce the spread of the coronavirus. To say our Year 7 students have adapted to the very strange concept of remote learning is an understatement. Our youngest students in the school have demonstrated their resilience, their work ethic and their determination time and time again during this time. They have continued with their registration activities, their year group assemblies every Thursday, in addition to their usual classes in the many subjects they study at St Angela's, they have also taken part in two online Rise Up days.



During Rise Up days, students engage with the PSHE curriculum and the Ursuline Student Profile.

As part of their Rise Up day, the students in Year 7 wanted to give thanks and the school was the platform in helping them say that special thank you. The students could thank any person for anything they did to help them during lock down. Students sent the message they wanted to say to school and the messages were transcribed onto a postcard designed by one of our year 7 students, Chyna and sent to both homes and staff in school.

The school administration team then worked their magic in sending them out to the lucky recipients. Both staff and family members were delighted to receive their very special thank you.

Mr Mason, Head of Year 7



THE CLASS OF 2020

Remote Year 11 Presentation Evening

On Friday 26th June 2020, we bid farewell to Year 11 in their virtual Presentation Evening. The presentation replaced the formal yearly event, as global circumstances prevented us from having the celebration at school. Year 11 students and staff were invited to watch the presentation together as if we were back in school, enjoying the evening in Brescia Hall. The presentation consisted of farewells from staff and students and even celebrities! Alongside the farewells awards were presented to students, a photo collage of

their time at St Angela's Ursuline and a photo montage of the Class of 2020.

As we were unable to join together as a school community, we wanted to remember and celebrate the achievements of this special year group virtually. See the feedback below.

Take Care and God Bless the Class of 2020!

Please see below feedback from staff and students on their experience of the evening:

"It was quite lovely to see all the pictures and messages. It was a nice alternative way to end Year 11"
Felicia

"What a wonderful, inspirational and emotional presentation. I enjoyed it and I can imagine how much the Year 11 students will have enjoyed it."
Ms Chernanko

"The presentation was very nice and wholesome"
Jessica

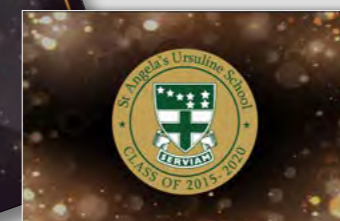
"The presentation evening on Friday was great and I really appreciated the kind messages from the teachers. Even if we can't see each other in person and say our last goodbyes, I never thought that I wouldn't have the experience of what prom is like or even spending my last few days with my friends but from the virtual presentation, it was a great display of awards and messages from the teachers and Miss McKenzie's video."
Angela

"The virtual presentation evening was an amazing way to remember our 5 years at St. Angela's. Thank you for all the hard work the staff have put in to make this happen, despite our current circumstances."
Marin

"It was amazing!"
Usaneiga

"The Presentation evening was SO GOOD, I never thought in a million years that I'd get an award. I'm really happy I watched it. I loved Ms McKenzie-Gray's speech, it was VERY touching. Thank you!" Obehi

"This is beautiful!!! Well done to all involved for your hard work!!! It's fab!!!! Lovely idea!!!"
Ms Vassilou



Top 10 Websites for Parents



Useful resources for parents as we leave lockdown:

The following websites contain lots of useful advice for parents in managing the transition back to school, looking after your own wellbeing and the wellbeing of your child

Parenting Support :

1. <https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=1-1>

Headstart and Newham are offering a Parenting Befriending Service

A space to talk and think through the ways you are coping in the current circumstances and to find practical suggestions to manage the challenges of parenthood and family life in and coming out of Lockdown, including:

Your 0-16 year olds anxiety and worries,
Family relationship challenges
Young person's screen time.

2. <https://www.earlystartgroup.com/parenting/what-is-triple-p/>

The Early Start Group are a highly skilled team with years of experience delivering courses to support parents and enrich family lives. The team are based in Newham and deliver free courses at various venues, to local residents and those with an affiliation to the borough*.

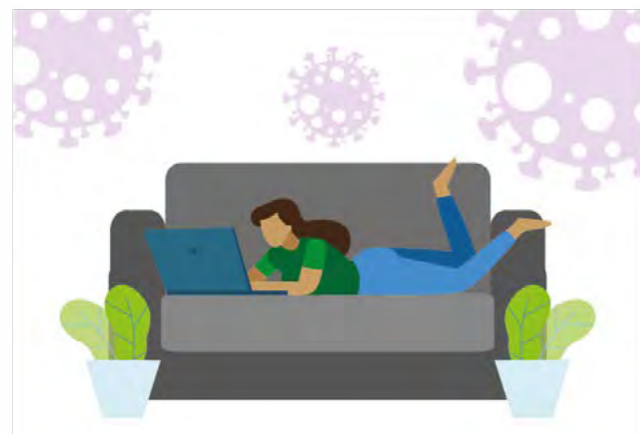
Wellbeing Support :

3. [Kooth.com](https://www.kooth.com)

Safe anonymous support for young people by trained professionals. A moderated safe space for young people to sign up for wellbeing support. Great articles and the opportunity to contribute to the Kooth community magazine .

4. <https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>

Tips, advice and where to go to get support for your child's mental health during the coronavirus (COVID19) pandemic:
Supporting your child during the transition out of lockdown
Supporting your child as they return to school
Supporting your families wellbeing
Supporting your child with grief and loss



Accessing mental health support and treatment for your child during the pandemic
Supporting your child to comply with the restrictions

5. <https://rockpool.life/>

Five factsheets for parents with the aim of providing information by using trauma awareness about children's and adult's emotional behaviour

6. <https://www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/-/Adults>

<https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children/-/children>
Healthy sleep tips

7. <https://www.eventbrite.co.uk/o/newham-camhs-workshops-23209370238>

Newham CAMHS Pop up workshops :Wednesday 22nd July 15.30 Parenting and self care
Wednesday 5th August 'Mindfulness and Self Care' .
Newham CAMHS offers therapeutic workshops for young people and parents/carers who live in Newham and would like advice and support to improve their mental health and wellbeing. If you have any questions about the workshops you can contact on 020 8430 9000.

Online Safety Support :

8. <https://parentinfo.org/>

Help and advice in a digital world: Parent Info is a collaboration between Parent Zone and NCA-CEOP, providing support and guidance for parents from leading experts and organisations.

9. <https://www.childnet.com/parents-and-carers>

You will find all the information you need to keep your child safe online. Whether you're puzzled by parental controls or would like to get knowledgeable about gaming, this link can help.

10. <https://nationalonlinesafety.com/wakeupwednesday>

The safeguarding team are on hand over the summer 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

Preparing Your Child For the First Day Back in School

As schools begin to open to more children, parents and children may well be feeling anxious. Here's some ideas of how best to prepare.

Be Calm

Your child will take their lead from you and be reassured if you are steady and matter of fact.

Be Supportive

Younger children particularly may struggle with separation anxiety and may become tearful, clingy or act out. Reassure them that you will miss them too and think of them through out the day. It might be helpful to draw a little heart on their wrist and on on yours too. You can call it the hug button and when they find they are missing you they can press the heart and know that you will be doing the same at home.

Be Curious

These are strange times and their imagination may run away with them. Listen, and try not to dismiss or minimise their fears but validate how they are feeling - "it's completely fine to feel like that at the moment" or "I can really understand why you would feel like that"

Be Thankful

Help your child think of things they are looking forward to : being with their friends, seeing their teacher, favourite activities but be mindful some of these may not be possible immediately.

Be Prepared

Support your child to be aware of changes that may have happened to their classroom environment since they were there last and rehearse any new routines that school may have shared. Rehearse and practice your 'goodbye' routine and create a 'hello' greeting for the the end of the day for them to look forward to.

Be Positive

Remind them of all the ways they have learnt to keep themselves safe: washing their hands regularly, sneezing and coughing into their elbow, not hugging others and staying in their own space.

Main School return date

Autumn Term begins

Thursday 3rd September 2020

Please check regularly with the school website for covid updates

Goodbyes

Staff and students wish a fond farewell and good luck to the staff leaving St Angelas this term.

Ms McWalter

Ms DeLuca

Ms Soman

Ms Battle

Ms Condor

Ms Holman



6TH FORM

6th Form Key Dates

Yr13 results Thursday August 13th

Yr13 Destinations Support August 14th

Yr 12 Enrolment August 20th & 21st

Year 13 back to school September 3rd

Year 12 Begins September 7th

Good luck!

SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 Hide a gift for yourself to collect at the end of the month	2 Think of how your favourite character in a story you like, shows kindness	3 Speak to a family member about what it means to be kind.	4 Ask your family or friends how their week went and listen closely	5 Ask an elderly relative or neighbour if they need any help	6 Write down your definition of kindness	7 Make a list of all the different ways you can be kind
8 Make a smiling face out of a meal today	9 Give yourself a big hug	10 Make a new dance to your favourite song	11 Find a quote you like. Write it down and stick it on your wall	12 Have a talent show with your friends or family	13 Dress up as someone you think is a kind person for the day	14 Treat yourself to 1 hour of doing something that makes you really happy
15 Go through the alphabet. Think of a kind word for each letter	16 Count the ways you are kind	17 Be kind to nature	18 Send someone you've not seen for a while a virtual hug	19 Leave kind messages around the house for others to see	20 Invent a new way to be kind	21 Spend some time doodling
22 Forgive yourself if you do not succeed at first	23 Help a friend or family member set a goal	24 Share what you have learnt recently with a friend.	25 If you're struggling, take a break and try again later	26 Make a treasure hunt for your family	27 Remember a time when someone was kind to you. How did it make you feel?	28 Praise someone for achieving their goal
29 Consider 3 ways you could care for yourself more	30 Think about what you could do every day to be kind	31 Collect the gift you hid for yourself and celebrate	<small>Getting into the habit of focusing on others gives us a way to connect and something to look forward to each day. You don't need to do each act of kindness on the assigned day although you can if you wish. Tick them off with your family as you work through them.</small>	"The level of our success is limited only by our imagination and no act of kindness, however small, is ever wasted." - Aesop		



Ursuline Prayer

Gracious God,
 Let us remain in harmony,
 United together all of one heart and one will.
 Let us be bound to one another by the bond of love,
 Respecting each other, helping each other,
 And bearing with each other in Jesus Christ.
 For if we try to be like this, without any doubt,
 The Lord God will be in our midst.
 Amen

AUTUMN TERM BEGINS
THURSDAY 3RD SEPTEMBER 2020
 Please check regularly with the school website for covid updates
<https://www.stangelas-ursuline.co.uk>