

Reddish Hall School



Spring 2 2023

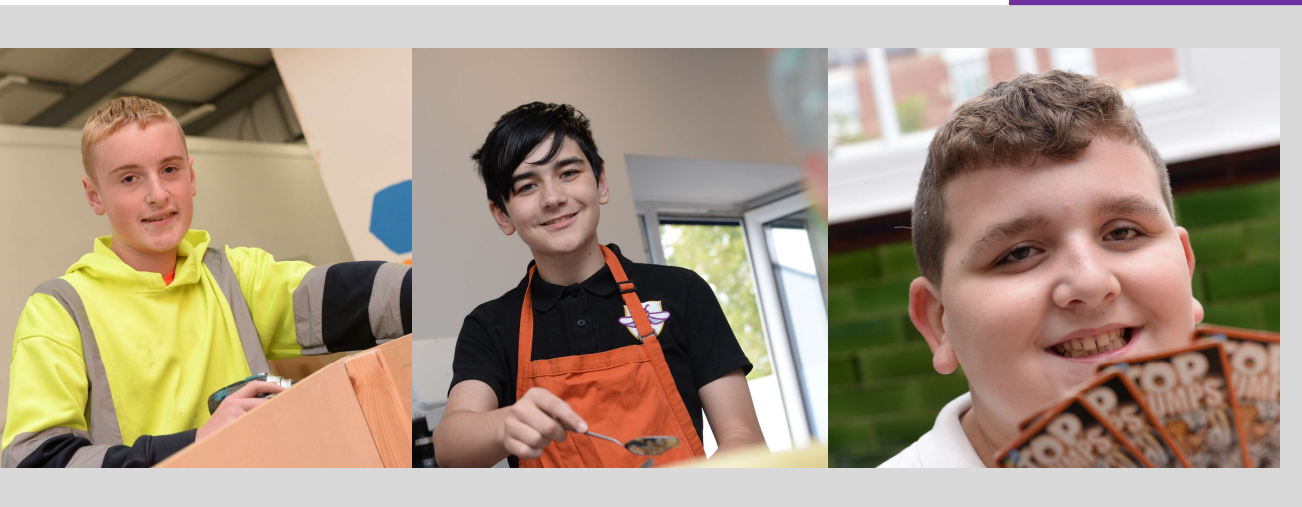
Newsletter



**Reddish Hall
School**



The Hive
At Reddish Hall



Part of the Acorn Group



Spotlight on Maths

Maths is everywhere, as humans it is the tool we use to understand and explain everything that is, everything that ever was and everything that ever could be. We don't realise it but every day we are using our understanding of maths to navigate every aspect of the world. Maths tells you what time you got up, maths tells you how much milk is sensible to put on your cereal, maths tells you what the weather will be like so you know if it's a shorts day or a double jumper day, its tells you how charged your phone is, how much your trip to the shops has cost and how many days it is until you have a holiday. Every day, everything you do is because of and thanks to maths.

“Maths is not about numbers, equations or algorithms, it is about understanding”

- William Paul Thurston

At Reddish Hall School we believe passionately that every student can enjoy maths and find success. We teach a mastery curriculum, which means every student is taught not only how to do maths, but what the maths means, how it applies to their lives and how they can use their maths skills in everyday life. If you visit one of our maths lessons you will see our students learning not just from books or from a whiteboard, but from a variety of interactive media, whether that be electronic, or hands on specialist maths manipulatives and tools or everyday objects. We love when our students make connections and share their mathematical ideas, as the learning journey of maths is an exciting journey of adventure and discovery.

5 daily habits to secretly improve your child's maths skills:

Together, guess how long something will be then measured to see who was closest.

Have them help picking best value deals in the supermarket.

Ask them to help with directions to get to familiar places.

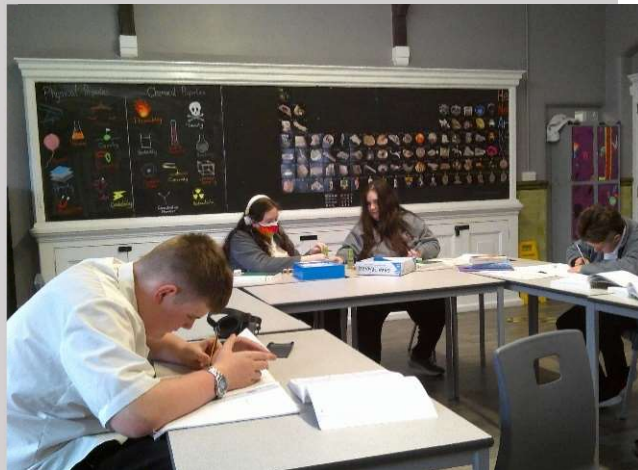
Have them measure ingredients when cooking.

Ask them what the time is (bonus point for using an analogue clock).



The ongoing success our students experience is due to the hard work that you do with them at home, that we do with them in school and that they do, each day. We are so lucky to have such supportive parents and carers who believe and understand that their children can succeed in maths.

Students across the school get 4 opportunities each week to engage in dedicated maths lessons, and students at all stages in their learning have ongoing opportunities to gain nationally recognised qualifications that demonstrate their progress and success throughout their maths journey. Along with GCSE's, our students can also achieve Functional Skills qualifications and Entry Level Certificates in maths. All students at all stages are working hard and making excellent progress towards their qualifications.



This term we have invested in programs to enhance our mental maths fluency and to open more opportunities for our students to do independent work and progress further outside of school. Some of our classes are trialling Times Tables Rockstars, an online maths game platform, to improve their fluency in multiplication and division facts. Some of our other classes are trialling Mathletics to improve their confidence and fluency through engaging in challenging maths games and activities. We are really excited as a school to see our students develop and flourish as they continue on with their mathematical journey.





Humanities

This term our project for humanities has been based on WWI. We didn't focus on great battles, heroes, or villains. We centred our learning on the trenches, the conditions of life, shortages, and issues that millions of young men had to endure in Western Europe. To do a more interactive topic, after learning about the trench warfare, students of humanities have been working hard on their trench dioramas. Pictures of the finished trenches in the next Newsletter!



Following their topic, KS3 students visited on their last Outdoor Ed visit (Thanks as always for the team's help and implication!) the Imperial War Museum North in Salford Quays. There they could see first-hand not only weaponry and uniforms, but also learn about life in war times, both in the front and at home.



Finally, we would like to say a huge thank you to Veronica Duggan, fantastic RE teacher and longest serving member of the department of Humanities. From now on Veronica is going to focus even more on her Assistant Head teacher position, in order to keep helping our students from a whole school perspective. Veronica has been balancing her RE teaching with the positions of Assistant SENCO, SENCO and now SLT (we are still not sure how she managed this!). Thank you, Veronica, for your help, support, advice, and hard work. We will miss you in the department, but you will still see plenty of us, you won't get rid of us easily!



Learning Support:

We have been developing life skills using “theory of mind” to understand how other people think and act. This has helped us with our social skills, and we have had social outings to the park and Morrison’s café. These communication skills came in handy when working as a team to create a Maltesers cheesecake, where everyone had a role to play - including smashing up biscuits with a rolling pin and lots of taste testing. We have also been working on our budgeting - from online shopping following a meal plan to an end of half term trip to McDonalds.



Maths Intervention:

RLB using his measure and ratio skills to make dog biscuits for Rico his dog.

KB using the trundle wheel to work out the perimeter and area of a flower bed.

Motor vehicle:

We have started our valeting enterprise, washing staff cars and even some School minibuses!



Prices:

Exterior wash.....£5.00

Mini Valet (inside and out)£10.00

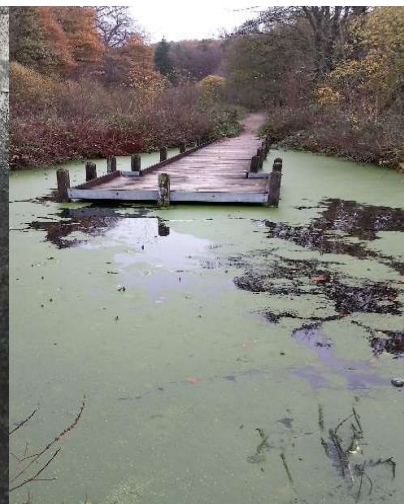
Book in Now! Service available Wednesday and Friday afternoons. All proceeds go towards buying more product to expanding our brand-new enterprise.



Subjects

Project 3:

We have been very busy this term, with plenty of off-site visits including Central Manchester Mosque, where we learnt about Islam and the Mosque. We also visited The Potting shed at Ethrow park and decorated a bird house for the school garden. Students have also been cooking up a storm at the Hive with lots of tasty treats being made.



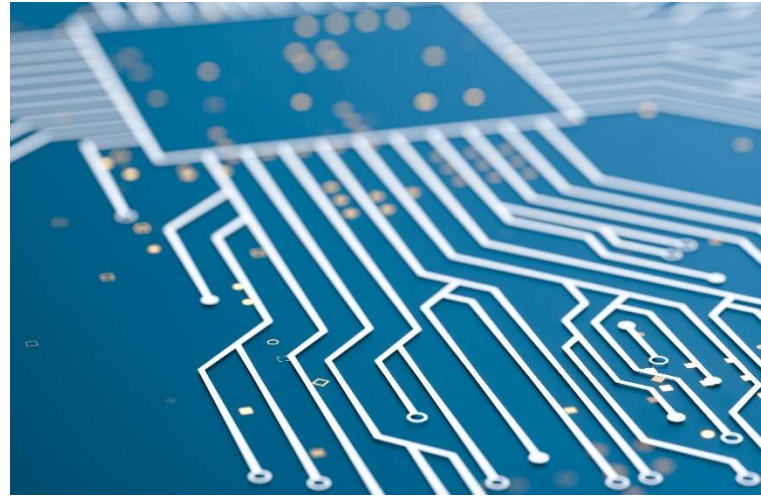
The Project 3 pathway is designed for young people from year 7 upwards who are not ready to access full time classroom-based learning. Initially, learning is facilitated through a holistic and therapeutic approach, designed to move at the young person's own pace.



Science:

In science this term, Year 7 have been busy learning about electricity. They have been learning how to identify different components in a circuit and are making great progress in building circuits that include bulbs and buzzers.

Student FM went above and beyond when completing their circuit and managed to independently create a dimmer switch light circuit.



Year 9 have recently finished their cells and organisation topic. During this topic, students learnt about cells and the human body. This topic allowed us to study the functions of various organs in the human body and participate in multiple dissections.

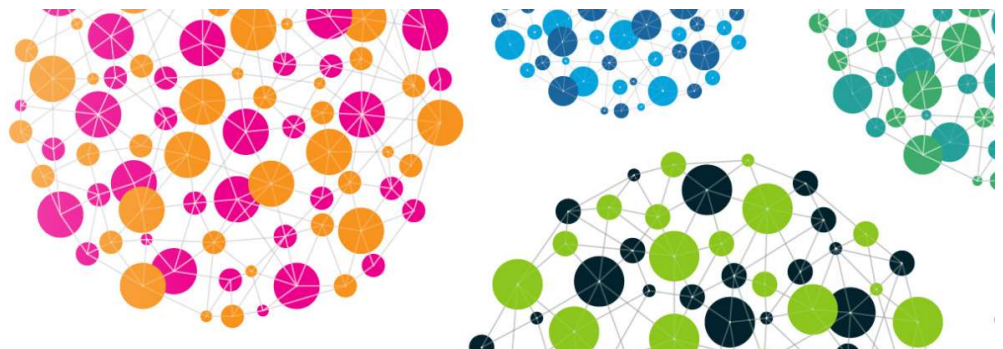
Year 10 have been studying speed as part of their GCSE physics. We have been creatively completing our speed and acceleration equations with a fun twist. Using a selection of Hot wheels and Scalextric, we have managed to calculate the average speed and acceleration of our model cars, and successfully plot these results into Distance Time graphs.

Our newly launched Crest award has been massively successful this term, with 15 KS3 students signing up to complete a variety of science experiments in their spare time. It has been amazing to see the passion and enthusiasm on show from our little scientists.

Aquatics club is the first of our new STEM clubs to showcase its members hard at work. Our science lab is home to 2 Koi fish “Iron” and “Gold”, named after their likeness to the elements. Members of the Aquatics club have been hardworking and dedicated to ensuring Iron and Gold have the perfect ecosystem to thrive and grow.

Coming up on our science calendar is British science week! At Reddish Hall we are excited to celebrate this week in style, with a whole week of activities and shows planned.

10-19 March
**British
Science
Week
2023**





Subjects

Art:

Year 11 students visited Manchester Art Gallery where they explored an historical collection to international contemporary art, they aim to bring fresh perspectives, encourage conversation, and spark debate.

We explored collections of fine art, spanning six centuries and including many major modern and contemporary pieces.



Nurture:

During Spring1, Nurture2 were learning about the community in PD and so on the last week of term, we visited Reddish library. Whilst out, people commented on the impeccable manners and behaviour of pupils. We have been working hard to help create a love of reading within class and pupils said that they enjoyed the trip because of the wide selection of books and the calming and quiet atmosphere within the library.

Hive:

To further support pupil's understanding of the current science component (Environment, Inheritance & Evolution) NG4 and NG5 visited Chester Zoo. During this visit both classes were asked to consider food chains, including the role of producers, primary & secondary consumers, and decomposers within each animal's natural habitat. Pupils also considered special traits each animal may have had, and how this supported them in being successful, and where animals were less successful (i.e. vulnerable, endangered or extinct) how human influence may have something to do with it.

Outdoor ed:

Last term, we visited the Imperial War Museum. We met Paul, an ex-serviceman who served for 12 years in the King's Regiment (now called Duke of Lancashire regiment) and Cheshire Regiment. He was a search-and-find serviceman, looking for mines and ammunition. He travelled places like Cyprus and served all over the world. He demonstrated to pupils the clothing he had to wear and some of his equipment, which was fascinating.



Construction:

Our carousel groups accessed a range of interesting and challenging learning opportunities in their scheduled activities last half term.

As you can see, TL successfully completed the 3-part shelf as per the specification, whereas CH opted to design the shelf that he thought would best suit his needs. It's great to see our pupils demonstrating their skills and creativity.



Personal development:

During the first half term of 2023, Personal Development lessons focussed on topics relating to citizenship. Year7s focussed on community support and active citizenship. Year8s focussed on the UKs criminal justice system - their rights and responsibilities. Year9s focussed on laws relating to County Lines, Joint Enterprise, and Radicalisation. Year 10s focussed on causes of crime, arrest processes and human rights. Year 11s focussed on completing their studies in relation to reproduction, human life development and contraception. In the last week of last term, all year groups completed a lesson that covered issues with social media and sexting that highlighted their rights and responsibilities in line with UK law. It was great to see and hear the students discussing key issues that can affect their lives and giving them all opportunity to find out more about how they can help protect themselves and others in modern society.



Wellbeing:

We have been looking at social skills and our feelings. We worked together to solve the clues to find the hidden treasure. The children really enjoyed this activity, and it helped them to develop and maintain positive relationships and interactions with others, build on their communication and team working skills.

We also had a look at emotions and our feelings. Can you guess the emotions by looking at the pictures above? We had fun acting out different emotions and this helped us to identify how we can recognise what others may be feeling.



Other news

Every half term, a member of staff received the extra mile award. This half term, Cath Ward, our Operations Manager, was the winner!

It is often considered that members of the SLT are expected to undertake and demonstrate higher levels of responsibility and workload because, “It is what they are paid to do”.

However, Cath’s ability to fulfil her role of Operations Manager goes above and beyond what she is paid to do because it isn’t about her ability to make those important high-level decisions it is the care and consideration, she shows towards every single decision she makes, that I believe is contributing to the success of our school. Not only is Cath able to seamlessly organise the daily logistics of running the hive but she somehow and incredibly manages to find the time to build extremely trusting bonds with all students and staff, some of our most vulnerable referring to her as being like a mum.

The fairness in the way she manages people, staff and students alike, is why she is so respected and the transparency in her reasoning is something our students can understand clearly and respond positively to. There is nothing but praise from Cath from complimenting how professional we, as staff, are doing our jobs, to how well a student has completed a jigsaw and she never complains about how her day has been.

Morale is kept high with humour added to every situation wherever she can, and it exceeds outside of work hours when it is usual for Cath to send a group message out to the whole staff team thanking us for our efforts and hard work - nothing goes unnoticed in her constant effort to support our team. She is keen for staff to swop out of roles when energy levels may need recharging, yet Cath never takes a break and has not yet, since I started, swopped out of any of her many responsibilities.

No request of any nature is ever too big for Cath not to respond to with what has become her very own strapline of, “Let’s give it a go and see where we go from there”, demonstrating her accommodating nature and flexible approach towards supporting her team and most importantly the children in our care, whom she will move mountains for to meet their individual needs. Apart from the operations Cath undertakes in her SLT decision making it is in the practical sense that sets her apart as her presence on site is everywhere all the time.

Cath is the one spreading the salt in the morning on snow days; singlehandedly scraping the ice off all the windows on the minibuses so they can be used that day; she is the one wandering the streets in all weather for hours supporting students struggling to remain on site; she is in the canteen every lunchtime - not eating but patrolling the school ensuring all pupils are where they feel they need to be and that all staff are eating and having sufficient breaks; she is in constant circulation of the site in and out of classrooms checking in with staff and pupils offering a few minutes of time in her day to show genuine interest in student learning or to deliver vital and timely information to staff, in person face-to-face to keep our communication methods accurate and up to date.





She leads our daily briefing at the end of each day not only recording our feedback but putting some perspective and clarity on situations with immediate suggestions of how we move forward and change our practices instantly for the better of our children; she is housed in reception at the start of the day to greet each student with a smile and a personal conversation of encouragement for the day, offering a fresh positive start to them all and she returns at the end of the day to call each student down and acknowledges each person leaving with well wishes for the rest of their day; she can be found in the staffroom washing a sink full of pots or visiting each class with her pen and paper taking lunchtime orders.

I recently told Cath that during my interview I was puzzled when she referred to the interview room as her office because it was evident that it was a room that was never used. In the 5 months I have worked at the hive it is clear this is true and shortly after my start date Cath vacated the space to allow the school to expand into that space and accommodate more staff and students. I think the only time Cath realises what an amazing job she is doing is when she is doing tours of the hive with visitors as this is when we see the pride on her face as she enters each room to be welcomed by our pupils who demonstrate their pride of being part of our school. I think only then she knows that she is helping to create and is part of a special place. Cath's intuitive ability to manage and lead her team comes from spending her working day shoulder to shoulder with everyone else on site, observing everyone's actions and making fine adjustments, daily. They say that everyone is replaceable in the workplace, but I disagree when it comes to Cath as she is the heart of the hive and more than a representation of her job description. So, for once it would be amazing and very well deserved if Cath got to swop out from being the giver of recognition to become the receiver of recognition and enjoy the praise and attention that she is long overdue.

Outstanding work:

This term's outstanding work comes from Y7 student PI. They wrote a short story based on if they woke up and they were inside a cell. Their work shows great immersion into the premise of the task, along with scientific descriptions of what they could see.

Huh- why am I here? I just want to relax. Oh well. I guess I'll just... wander around. Wierd- I can see some... stuff? I have no idea what it is. It looks green. I like green, unlike others. To be honest, ~~yes~~ It looks interesting. I'm going to explore.

Walking towards something red. Still wondering where I am I stumble upon the thing I had been ~~walking~~ ^{walking} towards. ~~It~~ It looks like a slug. Disgusting. Eh, oh well. If im here any longer, im GENUINELY going to be sick. Help. I want to get out of here.

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