

Covid-19 Newsletter

Welcome

Good afternoon,

In these strange and difficult times, I intend to send a weekly newsletter to share any updates that I have received from the government, update you on the situation at school and also support in your efforts to maintain your children's learning and also their (and yours!) health and wellbeing.

It is a week since I last wrote to you and there is still much uncertainty about the return of Year 10 students to school. We are shaping our plans for this and I will be writing a separate letter to parents of Year 10 but I must stress that at this time, they are only plans – the situation could still change.

This week's newsletter contains some fantastic examples of the work that students have been completing at home in addition to the prize winners for this term. Congratulations to you all!

School will be open over half term as per the information below:

School remains open every day to any students that fall into these two categories:

1. Students whose parents are Key Workers – this list is widely available and has been sent out. Students should only attend school if no other care is possible. Home remains the safest place.
2. Vulnerable Students who have been **contacted by the school**.

I would ask that you contact us if you intend to send your child into school because they fall into one of these two categories and they have not been coming in already. This way we will be better prepared for any students that we receive.

Reception is now only staffed every day between 8am-11 am.

All relevant resources, links and updates are on the school website.

Please feel able to email at any point if you have any queries and I will respond as quickly as I am able.

c.thomas@lhea.org.uk



Free School Meals

The system now seems to be working more quickly but please, as ever, get in touch if you have any concerns.

The email address for parents and carers, who are experiencing difficulties is:

freeschoolmealsparentscarers@edenred.com

I also understand that for some parents and carers, these are very challenging times financially and you may now wonder if you are eligible for Free School Meals after a change in your circumstances.

Click [here](#) to check whether you are eligible for Free School Meals and [here](#) to fill in the online application form.

How to support home learning



Show My Homework and Remote Learning – some reminders

- 1) Show My Homework (SMHW) is a simple online programme where teachers upload details of learning activities and resources that should be completed at home. All students at LHEA have an account with SMHW and should view this site on a daily basis.
- 2) Parents/carers have also been invited to set up an account.
- 3) The mobile app and notifications ensure parents/carers always know what homework their child has and when it's due.
- 4) Once logged in, the best way to view your child's homework is to click on the "calendar" block.
- 5) Clicking on a coloured bar reveals the detailed description of the activity and when it is due.
- 6) The SMHW app is available to download from Apple and Google.
 - Open the app and type in "Lynch Hill Enterprise Academy"
 - Type in your email/username and password.
 - You will be taken to your child's To-do List
- 7) If any parent/carer needs help with setting up accounts, or if any student has either forgotten their password or has been experiencing trouble logging in, please contact Mr Arnold using l.arnold@lhea.org.uk
- 8) Any student who is not able to access online resources from home can come into school and collect paper copies of work which are all available in reception, arranged by Year group.
- 9) Can I remind you that staff are not necessarily setting work for individual lessons? At times they may set a longer piece of work, designed to last for the equivalent of several lessons

How to look after your wellbeing and that of your children

On the next page you will see details of the Slough Covid19 Family Support offer and below is a list of websites which offer a range of support and advice for families during this difficult time.

- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/arguments-conflict-family-tension-coronavirus-lockdown/>
- <https://www.annafreud.org/insights/blogs/2020/04/coronavirus-2-keeping-in-mind-the-children-of-high-conflict-separated-parents/>
- <https://youngminds.org.uk/blog/tips-for-parents-in-a-difficult-living-situation-during-lockdown/>

COVID 19: Support for Children and Families in Slough

The current Coronavirus epidemic and the lockdown measures that are in place can present new challenges for children and families. The services and professionals that normally help children and families may not be available or may be working differently. However, in Slough the health, education, social care, police and the faith and voluntary sector are working closely together to ensure support is still available to you.

Finding advice and support

This leaflet includes contact details of some specific services that you may find useful. Details on all of the support for children and families in Slough can be found on the Slough Family Information Services website www.sloughfamilyservices.org.uk

If you and your children have a social worker please contact your social worker to discuss any additional help and support you might need.

Concerned about a child's safety?

If you are concerned that a child or young person is being harmed through abuse or neglect please contact Slough Children's Services Trust/Front Door on 01753 875362 between 9am and 5pm, Monday to Friday. For emergencies outside these hours call the Emergency Duty Team on 01344 786543.

Education

- School provision for children of key workers, those with an EHCP and those with a social worker
 - Schools keeping in touch calls to children
 - Remote learning provided by all schools
 - Free school meals supermarket vouchers
- Contact your child's school directly if you want to know more about any of the above. You can also contact the SEND team at the local authority by emailing Sendteam@slough.gov.uk if your child has an Education Health and Care Plan, or your child's social worker if you are working with Slough Children's Services Trust.

One Slough

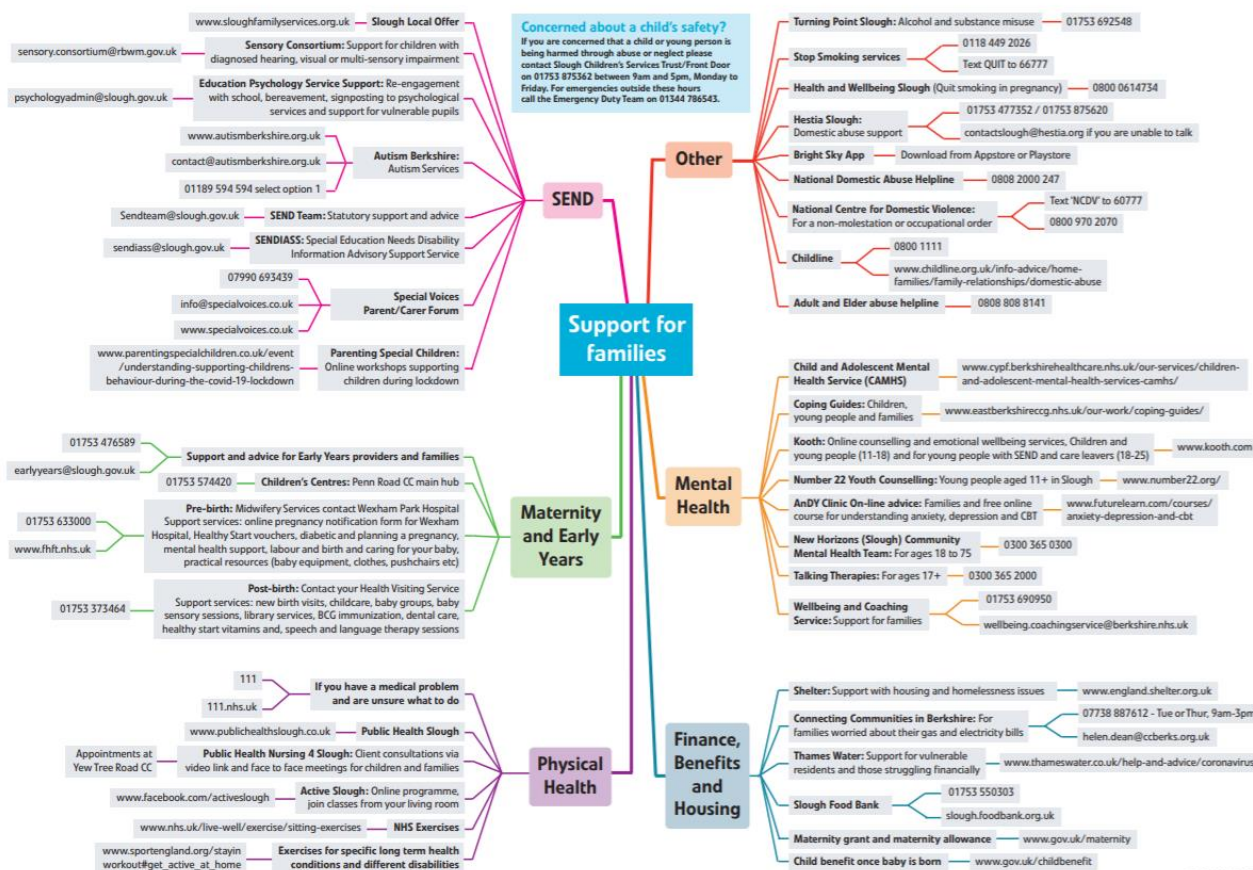
Slough Borough Council and Slough CVS are working with local community groups and organisations so we have a coordinated effort across our borough. This is a challenging time for everyone. We want to help local people to support one another and provide essential services to people who need it.

People who require help can also ask directly by visiting <https://sloughcvs.org/covid19/> and others can nominate neighbours, friends or family members for assistance. We can help you access fresh food, non-perishable goods, medicines or prescriptions pick up, and a regular catch up call.

The One Slough partnership is opening up a new call centre to ensure all Slough residents can get the support they need. The number is 01753 944198 and will be staffed on Monday to Friday from 9am-4pm. The call centre is for residents who are isolated and lonely or at high risk.

People wishing to offer their support as volunteers can do so on the link above.

If people want to help but are unable to give their time there is the option to donate funds on the sloughcvs.org website which will go directly to helping people in the borough.



Keeping our students motivated and engaged

Many of our Year 10 parents joined a live webinar on 12th May delivered by Elevate Education, an award winning organisation that Lynch Hill Enterprise Academy has been working with over a number of years. The webinar explored practical strategies showing parents /carers how to improve their child's time management, study skills and boost motivation while studying independently at home.

It was great to have everyone so engaged and invested in helping support their children during this uncertain time. Here are some answers to three questions that parents of all age groups might be interested know.

1. My child only does the bare minimum required of them before moving on to something they enjoy. How do I encourage them to do a bit more?

There are two components to this question. The first is how do we inspire more intrinsic motivation so that students are more likely to get more done of their own volition. The best way to inspire intrinsic motivation is by helping them set a compelling mastery goal. Rather than focusing on a goal mark, focus on mastering a skill. You want to ensure they are part of the goal setting process from the beginning so they feel connected to their goal and feel it is worth working towards. The second component of this question relates to how students plan their time so that they know when they need to study and when they can spend their time doing other things. Build a planner with them so their time is mapped out when they will study and when they will be doing other things, which helps you come to an agreement together about where time is spent.

2. My child is currently missing their work deadlines school is setting

If a child is forgetting to hand in their work or is struggling to keep up with their work at the moment, it likely points to an issue with their organisation. Consider getting them a diary and helping them come up with a process for using it that works for them. Schedule a time for every task that needs to be done and write the due date next to each of them. As more work comes in each day, add it to the diary. When your child sits down to get their work done, the first thing they should do is open their diary and instead of focusing on how long they are going to work for, focus on crossing everything off their to-do list for that day.

3. How do I ensure my child is actually following their timetable and not playing games or on social media when they are meant to be working?

The best way to do this is to focus on the tasks that they need to get done, because they will need to then be doing the tasks during the time that they are studying. Focus with them on the tasks they need to get crossed off their list and speak to them about how they are getting on with them, rather than focusing on the time that they have spent sitting at their computer. When they are at the end of a slot in their timetable, ask what task it was they were completing in that time and whether they completed it. The difference at this stage is that you are not telling them to study just because they should be, but because they have tasks to complete in their diary or planner.

Humanities in Lockdown

Geography

Geography is a fantastically interactive subject, allowing students to engage with the world on so many levels throughout their day, be it enjoying the ever changing weather conditions or breathing in some of the fresh clean air when on one of our daily walks or cycles.

Geography also gives pupils the tools to better understand the consequences of COVID-19 on people, education, governments and finances around the world. Geography gives pupils the tools to become critical thinkers and question some of the information regarding COVID-19 and its impact.



The Y7s have been working through the topic of tourism. This is one industry which has probably felt the greatest impact due to the pandemic. People are no longer able to travel for business or pleasure as they used to do. How does the tourist industry recover from this pandemic? What possible strategies could be implemented to encourage people to start travelling again? Can the tourist industry be sustainable within this very uncertain future?

The Y8s have started to explore globalisation and urbanisation. Both are fascinating topics especially in light of the current situation in many cities around the world. The Year 8s have gained a better understanding of how and why the virus has spread so quickly through certain cities around the world. How has the pandemic affected globalisation and what has the impact been on businesses that have up to now been so globally financially profitable? What impact is this having on employment, economies and financial security?

Y9s have been working through Natural Hazards which are still a very real threat around the world and should not be forgotten especially as during this global crisis it could have devastating results. The topic is very engaging and interesting, as it also allows students to develop critical thinking and opportunities to apply their knowledge.

Y10 have been working through the GCSE topic, Urbanisation, gaining a good understanding of how cities have grown and the reasons why some cities have grown faster than others. My hope is that Y10 will now be able to discuss topics around urbanisation and the impact the virus has had on major cities around the world such as for London, Paris and New York as opposed to Rome and Moscow or Jakarta.

Students have been studying hard and have engaged very well with the tasks set on Show My homework such as quizzes. I have received a lot of work which is of a high standard.

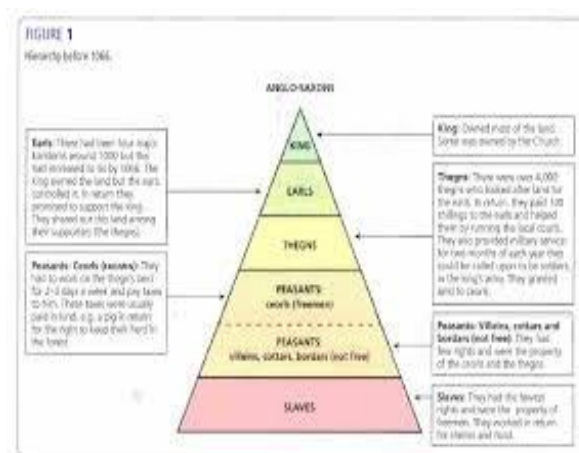
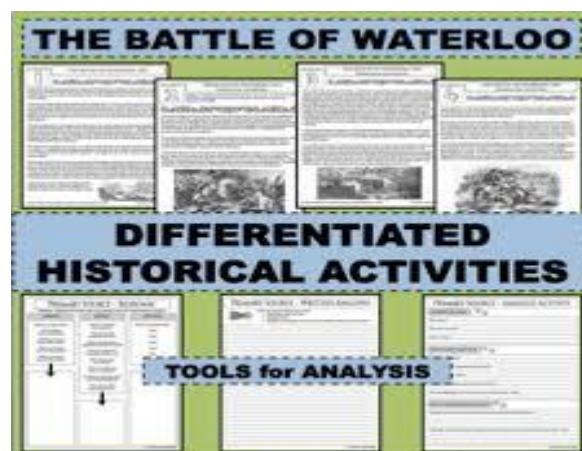
History

History has continued apace since the school closure, with students across all year groups continuing their learning through using both Show My Homework for Key Stage 3 and Microsoft Teams for Key Stage 4.

Year 7s have been learning about the huge changes that the reformation and the Tudors brought to England in the Middle Ages. Most recently students have been entering into the world of Tudor dating, by writing a dating profile for Henry VIII in his latest quest for a new wife – encouraging students to apply their knowledge of both Henry and Tudor society.

Year 8s have dipped their toes into the British Empire and have seen how Wellington defeated Napoleon at Waterloo, while Year 9s have been examining why Stalin and the USSR and the USA spent most of the 20th Century on poor terms by studying the Cold War.

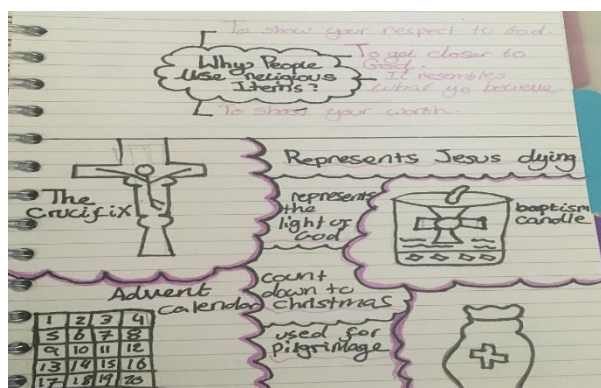
The year 10s are completing their GCSE topic of Anglo-Saxon and Norman England and starting looking at Crime and Punishment from the year 1000 to the present day. It's been a steep learning curve for both the History department and the students to continue their education through distance learning but the students seem to be adapting well and are sending in completed work on a daily basis.



R.E

Despite the uncertainty, there are many great things happening in R.E at LHEA at the moment! Students in KS3 have been given the opportunity to take part in a competition run by NATRE (National Association of Teachers of Religious Education) to produce 'art of poetry that focuses on a spiritual idea or question'. There are currently over 300,000 students taking part, with prize money available to be won. More information at www.natre.org.uk.

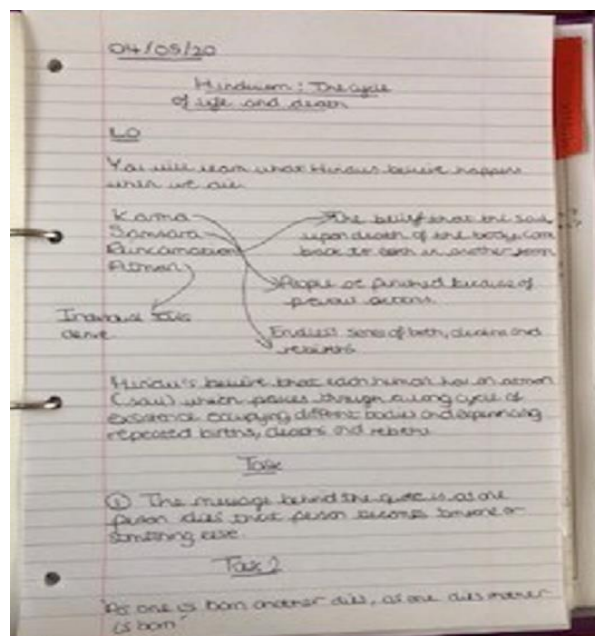
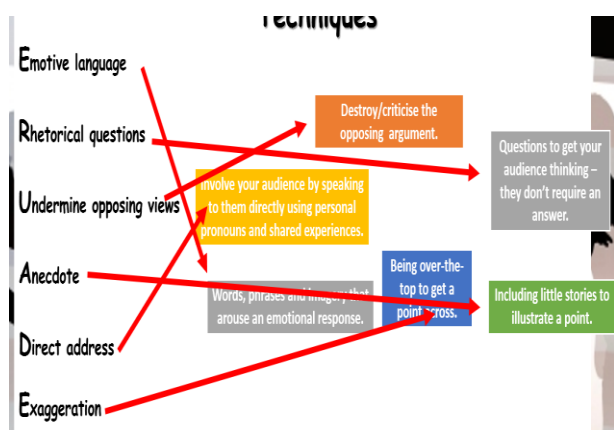
Year 7s are currently working through their topic of 'Religious Artefacts'. This topic encourages them to look at the key items used in the major religions and why those items are important.



ASPIRE | ACHIEVE | SUCCEED

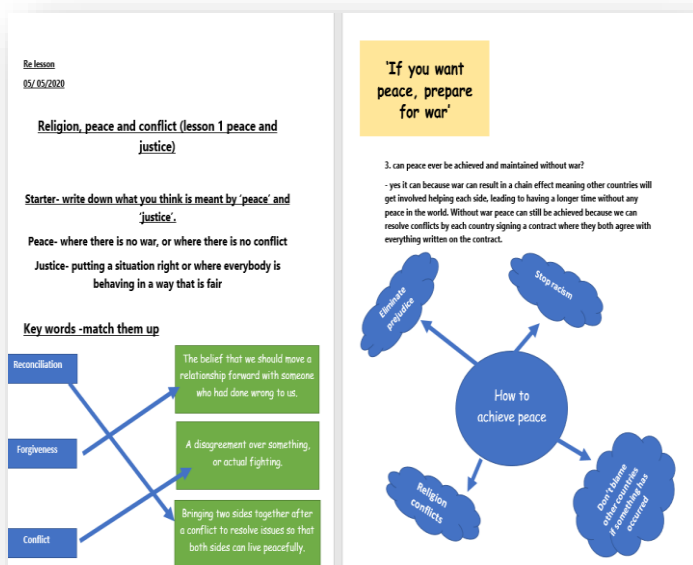
There is also an end of topic key words quiz that runs at the end of every lesson on Show My Homework, which tests the students to see how quickly they can remember some of the key words. There are achievement points for those who beat the teacher's time, come in first, second and third and all those who take part!

Year 8s have just finished their 'debates' topic, which saw them look at many key issues currently in the world, how they feel about them and what religious believers might have to say about these issues. The topic encourages them to hone their debating skills and also to focus on some of the techniques that can be used to debate effectively. They're now looking at their new topic of Hinduism. They'll be focusing on Hindu beliefs about God, Karma, Samara, the Caste System and some of the important Hindu festivals!



Altat's work, focusing on some of the techniques used in debating.

Year 9s have finished their final topic and have now moved on to start their GCSE. Their first GCSE topic is 'Religion, Peace and Conflict'. This topic looks at religious attitudes towards concepts such as peace, war, pacifism, protest, weapons of mass destruction and terrorism.



Gurkiran's work on peace and conflict.

RE Religion Peace And Justice

Peace is a period where there is no war or when war has just ended.

Justice is The proper administration of the law in which everyone is treated fairly

Peace and justice are often seen as two sides of the same coin, you cannot have peace without bringing those who would harm that peace to justice.

All religions have their own teachings on peace and justice which set out how we should maintain peace and what we should do with those who have committed crime. Today you will look at some of those teachings to see what their messages are and whether or not you agree with them

Reconciliation-Bringing two sides together after a conflict to resolve issues so that both sides can live peacefully.

Forgiveness-The belief that we should move a relationship forward with someone who had done wrong to us.

Conflict-A disagreement over something, or actual fighting

I agree with this message because if you not ready for war but something happens to affect the country's peace you could not keep peace

In my opinion the greatest threat to peace is a dictatorship where there is no free will

Gold






Christians believe in order to consider Christians beliefs in justice it is first necessary to understand the meaning of justice. Justice means being concerned with what is right or fair in addition there should be equality of treatment and the law judged and applied impartially Deuteronomy

Jewish people believe According to God's covenant with Abraham, every Jew is called upon not simply to believe in the values of righteousness and justice, but to act on them: motivated by moral responsibility, to advocate—as Abraham did—on behalf of the vulnerable of all nations.

Sam's work on peace and conflict.

ASPIRE | ACHIEVE | SUCCEED

There is also a key words quiz that runs at the end of every lesson for year 9. This quiz tests how quickly the students can remember key words from their lesson and there are achievement points for any student who can beat the teacher's time, come in first, second and third and for all those who compete!

1	5.2 seconds		cricket723
2	6.9 seconds		JLangley123
3	7.4 seconds		awesomeliverpool06
4	8.3 seconds		Abdikani_123
5	9.1 seconds		KungFu100

How the scores currently stand on the 'Key Words Quiz'

Year 10s are currently half way through their GCSE. They have covered many of the topics, such as Christianity, Islam, Religion, Peace and Conflict and Relationships and Families. Although these are strange times, our year 10s are still working hard!

4. Explain and give examples as to how the belief in the prophets will have influenced the life of Muslim today. *Refer to a source of authority. (5)

One of the belief in the prophets will influence the life of the Muslim today is that the belief that prophet should teach and deliver messages to the people. Also, they taught people they should go to the mosque and pray 5 times a day. "He who builds a mosque in the way of Allah, God will build a house for him in the paradise"- prophet Muhammed this means that if you pray in the mosque Allah will give you a place in heaven. 2

The second belief in prophets will influence the life of Muslim today is that they should show that everyone should be a good leader or a good person also that they should be a strong this is because they think if you are a good leader you will follow God's instruction. "There is reward for kindness to every

Abinuga's assessment answers to a 5 mark question in their Islam topic.

A Muslim would disagree with this statement because the Qur'an has not changed because Allah doesn't want it to be changed and has put everything that needs to be in the Qur'an.

I agree with the Muslim point of view because Allah is all knowing and would know if anything else needs to be in the Qur'an and it would've have been written in.

My conclusion is that no matter that the Qur'an hasn't been changed it doesn't need to be changed or updated to make it relevant today. 6

Strengths-

Good general knowledge of our topic.

Yaseen's answer to a 12 mark question in the Islam Topic

Year 7 Spring Term Awards

The Year 7 students have been sent the Celebration Assembly slides that would have been undertaken, in normal circumstances, at the end of last term.

These are the headlines:

Year 7 – Tutor Conduct Points

Conduct data between the tutor groups has become super close during the run in with Einstein and Tesla joint leaders and Curie within 40 behind. Even more reasons for tutees to work hard and send in their best work for more achievement points.

Year 7 - Highest Individual Conduct Points

Student with the highest conduct points for the term were Eesha Popat with 171 conduct points, 30 ahead of Aisha Navid who had the second highest. Great effort from our year 7 students.

Year 7 – Highest Tutor attendance

Tutor group with the highest attendance was 7 Einstein, beating 7 Jobs into first by 0.89%, with 7 Tesla in third.

Year 7 – Student of the Term

‘Head of Year Award’ winners were Aliya Ahmed from 7 Turing and Sheharyar Ahmed from 7 Tesla – awarded by the Head of Year for outstanding contribution to school life. This is what their Head of Year had to say:

‘Aliya has worked hard throughout the year, always wanting to learn and ready to ask thought provoking questions. She has embraced the LHEA culture and sets a fine example for all her fellow peers and tutees. She actively participates during lessons and puts high level of effort into all her work! ‘

‘Sheharyar is always ready to learn and regularly produces work to the best of his ability. He actively gets involved in each lesson and always eager to learn new things. He has had a fine year and receives lots of adulation from many members of staff at LHEA.’

Congratulations to both students!

This week’s tutor competition for Year 7s:

Each student is invited to design his or her own paper airplane with a written message about something that they have achieved or are looking forward to doing. To enter, you will need to email a picture of your aeroplane with your message to Mr. George by Sunday 31st May 2020. Achievement points will be given to tutees that entered and extra awarded for creativity! We look forward to seeing your creations

Year 8 Spring Term Awards

The Year 8 students have been sent the Celebration Assembly slides that would have been undertaken, in normal circumstances, at the end of last term.

These are the headlines:

Tutor group with highest attendance

- 1. JOBS- 95.2%
- 2. TESLA- 93.3%
- 3. CURIE- 92.4%
- 4. DA VINCI- 91.36%
- 5. TURING- 90.36%
- 6. EINSTEIN- 88.22%

Students with highest achievement points

- 1st place- Iustin V- 87 points
- 2nd place- Kieran Hearn- 78 points
- 3rd place- Karim Hamdan- 77 points

Students of the half term – awarded by the Head of Year for outstanding contribution to school life:

Alexandra Brumer –YEAR 8 JOBS

Alexandra has made significant progress in his attitude to learning as well as behaviour during this term. He has matured and made significant steps to help him on the pathway to success. He actively tried to adapt to the LHEA cultures and ensures he is ready, responsible and respectful. Well done!

Layla Azab- YEAR 8 DA VINCI

Layla is always respectful and ready for school life. She has adapted to the LHEA culture so very well and sets high standards for herself. She is always helpful and polite and members of staff at LHEA have noticed and commented on her achievements. She is an asset to the school. Well done Layla!

Y8 Tutor weekly competition

Each student has been asked to design their own paper airplane. They are to write a positive message about something they would like to achieve or something they are looking forward to.



Year 9 Spring Term Awards

The Year 9 students have been sent the Celebration Assembly slides that would have been undertaken, in normal circumstances, at the end of last term.

These are the headlines:

Tutor group with highest good conduct points

- Year 9 – Jobs with 1373

Students with highest good conduct points

- Year 9 – 1. Bethany Giles with 121
- Year 9 – 2. Fezaan K with 110

Tutor groups with the highest attendance

- 1. Tesla – 95%
- 2. Curie – 94.5%
- 3. Turing – 94.4%
- 4. Jobs – 94.3%
- 5. Einstein – 94%
- 6. Da Vinci – 91%

Students of the half term – awarded by the Head of Year for outstanding contribution to school life:

- Feisal A, Gursimar Chakkal, Jason Owusu, Sami Z, Ornella Massey, Robert Monac, Kismat Randhawa, Ysabella Samarita, Nabeel Asif, Rheanna Ramos, Vansh Sood, Carmen A, Pasanna C, Joel B, Anjali D, Harvin Khakh, Rehan Abbasi, Habiba K, Hania N, Zeyna Shaukat, Gillian Martinez and Esther Adegbola.

I would like to give the above students a special mention. The students were chosen to go to Reading University in March and take part in workshops that were designed to give them an insight into university life and the world of work.

The students were an absolute credit to the school as they took part in the workshops and conducted themselves impeccably throughout the day.

Below I have included some pictures of the students taking part during the workshops at Reading University.



Year 10 Spring Term Awards

The Year 10 students have been sent the Celebration Assembly slides that would have been undertaken, in normal circumstances, at the end of last term.

These are the headlines:

Tutor group with highest good conduct points

- 1. TURING- 1589
- 2. TESLA- 1345
- 3. JOBS- 1259
- 4. GALILEO- 1037

Students with highest good conduct points

- Maxwell T-TESLA
- Crystle Kotey -TURING

Year 10 weekly competition

GCSEPOD Competition is to do the following:

- Highest login
- Completed most pieces of work
- Watch the most video clips

Golden ticket draw winners-for good citizenship



Usually, each member of staff hands out 6 golden tickets a day to students for good citizenship. The students put their tickets into the golden box for the draw which takes place each half term. We didn't have assembly before the lockdown and so I have undertaken the draw today.

Congratulations to our winners:

Falesyia Van Kessel – Year 7

Younes D T – Year 8

Humyal Awan – Year 10

Micah Marata – Year 10

Your gift vouchers will be given to you when you return to school.

Year 9 & 10 GCSE Pod

All Year 9 and 10 students should now have created their own account to log onto GCSE Pod, this is a fantastic resource that can support your child's remote learning. GCSE Pod is a website based program that students can assess on any internet device, making their remote learning and revision much more accessible, they simply navigate their way around the website through the different subjects, select a topic and watch the 3-4 minute videos on said topic, and they then have the option to complete different activities and tasks to apply their knowledge. GCSE Pod have created activities specifically for year 9 students to support them with their transition into KS4 and beginning their GCSE's.

Follow the link below to get your child logged on:

<https://members.gcsepod.com/login>

More information on GCSEPod below-

How to support your child using GCSEPod



What is GCSEPod?

GCSEPod is an award-winning expert in subject knowledge. We provide 3-5 minute bursts of audio-visual, teacher written learning which can help to reinforce and consolidate key GCSE topics covered in lessons.

Experts read and explain everything clearly including all the right facts, quotes, keywords, dates and diagrams on screen.

Tips and Tricks



Watch online or offline

Ask your child to download Pods to their mobile device so they can learn on the go!



Favourites

Challenge your child to 'favourite' 10 Pods on topics they find difficult. Watch the Pods together and use one of our other suggested learning techniques to help simplify what it is they're struggling with.



Personalised Playlists

Use the My Playlists area to create bespoke playlists. Having personalised playlists means your child has fast access to Pods that will help fill knowledge gaps.



Support Homework

GCSEPod isn't just for revision, it's to help expand your child's subject knowledge. If your child is struggling with a piece of homework, you can search for the topic on GCSEPod and use the Pods as an additional resource.



Quizzes

Turn it into a competition and reward your child for correctly answered questions. If you're stuck on what questions to ask, head over to our 'Quiz Your Child' crib sheet!



Memory Cards

Watch Pods together and then write down key facts, dates, diagrams and quotes. Test their knowledge to see how much they remember.

How does your child access GCSEPod?

If your child has already activated their account, they simply need to log in with the username and password they've created.

If they've not yet activated their GCSEPod account, simply follow these simple steps!

1. Go to www.gcsepod.com
2. Click 'Login'.
3. Click 'New Here? Get Started'.
4. Select 'Student'.
5. Follow the on-screen instructions to create a username and password.