



Week 5 – 3 October 2014

### Calendar

6 October – 10 October – Week B

#### **Monday 6 October**

Parent Forum Main Hall 6.00pm

#### **Tuesday 7 October**

AM Reg – Y12 Assembly

PM Reg – Y13 Assembly

#### **Wednesday 8 October**

AM Reg – Y9 Assembly

PM Reg – Y7 Assembly

#### **Thursday 9 October**

AM Reg – Y10 Assembly

#### **Friday 10 October**

AM Reg – Y11 Assembly

PM Reg – Y8 Assembly

We had a wonderful turn-out at Open Evening this week with well over 1000 visitors. Lots of excited children had a good look at what we do and we tried to show ourselves at our best. We think that we offer something a bit different at Tallis, with our emphasis on creativity and our Habits of Mind as well as our academic and community values. We hope that lots of young people will want an education to understand the world and change it for the better.

Year 8 parents - have you seen the Tallis Habits journals? They are wonderful.

A parent kindly wrote to me this week suggesting a couple of contacts that she thought might be useful to us. They are! Please, if you know of any people, organisations or grant-giving outfits who might be able to benefit our young people, do feel free to suggest them. We might not be able to use them, but extra knowledge helps us all.

Please come along to our first Parent Forum on Monday 6 October at 6.00pm in the Main Hall. I look forward to seeing you, if you can make it.

Thank you again for your support

Mrs Roberts, Headteacher

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## **Year 11, Hard Work and Revision**

We are starting to plan our programme of trial examinations for the year, so that our young people are ready for the large number of final examinations they will take in the summer. We'll keep you informed through this newsletter and the website.

Here are some first pieces of advice which I hope you don't think are too obvious!

### **Show My Homework**

We have invested in this very useful and simple online programme which makes it easy for parents to see what homework has been set. Our students have the log-in details.

### **Attendance and Punctuality**

We can only help our young people if they are in school and on time. Please will you make sure that happens? In order to protect the learning of the vast majority of our young people who are in school on time, we don't allow those arriving during lesson 1 (8.50 am -9.50 am) to disturb class with a late entrance. That means that they are kept in the 'late room' with some work to do until lesson change. However, it is much more important that they are in school, on time.

### **Sleep**

Please will you try to make sure that your son or daughter has enough sleep? A growing adolescent needs a lot of sleep, much more than he or she might admit. It is really hard to teach students who have been playing on the computer until the early hours.

### **Food**

Please will you try to make sure that your son or daughter has breakfast? If this is a real problem, please let us know and we'll try to fix something at school.

### **Making a real effort**

No matter how good the teacher is, it is the student who needs to really think and work hard to understand the work. Some students give up easily, blame the teacher and don't try. If you think we are not doing enough to support a special need, then please tell us. Otherwise, please impress upon your son or daughter that nothing worthwhile happens without effort!

### **Having to do it again**

This is linked to the matter of compulsory GCSE C grades for young people after the age of 16. If a Year 11 does not get a C grade in maths or English, he or she will have to take them again no matter where he or she goes after Year 11. This year we have encountered many young people who are having to do this in the 6<sup>th</sup> form. Some of them have not been able to take the courses they wanted to do because of re-taking maths or English. It is much more efficient to get it in Year 11.

I know that some of this seems a bit personal! There are no magic routes to success at GCSE or in life and we are working hard to impress upon our students that they have to engage with the learning, get enough sleep and be able to think really hard.

Mrs Roberts, Headteacher

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# MATHS GCSE PRACTICE EXAM

Tuesday 14 October

Friday 17 October

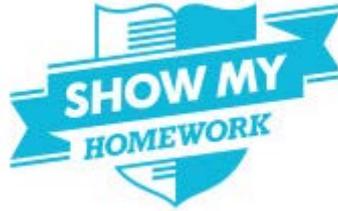
**Revise!**

*Use your work from class*

*[mathstallis.weebly.com](http://mathstallis.weebly.com) (KS4)*

*[mymaths.co.uk](http://mymaths.co.uk) (login: tallis password:  
fraction)*

## Show My Homework



We've been using this new system at school to set and check in homework since the start of the year. We are expecting all homework to be set this way - with a brief record made in each student's planner. Homework or home learning is a vital part of your son or daughter's education. This platform allows you to see what's being set and to also have access to the resources staff recommend are used to support its completion. This helps us all set the highest expectations, but also helps each of our students to develop their own discipline and resilience, two essential habits which help them become independent learners ready to understand the world and change it for the better.

This week we sent home details containing the login for your child, and one for you as parents/carers to use. This is so you too can be part of this process, and be involved in providing both support and challenge where it is needed. When each student logs in they get access to their own personalised homework calendar. We do advise you strongly to change the password as soon as you go in. There is also a **free** App available for Apple or Android devices which can be downloaded from the App Store. This lets the students access their homework on their mobile device should you wish.

Show my Homework can be accessed from the front page of the school website - there's a link on the right hand side. The real power in this facility is that it allows you to check homework that is being set, to access more resources which will support it being completed and also when you login, you can check if homework is being handed in or not by your son/daughter.

If you have any problems with the logins we've provided, please email [sodd@thomastallis.org.uk](mailto:sodd@thomastallis.org.uk).

We aim to provide more information about how this works through parent meetings and we are always keen to hear your feedback. Please do let us know if you notice anything in particular you appreciate about the system, or equally please get in touch if there are things that aren't working with it. We are in constant liaison with the company who run it, and so we're happy to work with them to try and improve how it works.

**Mr Greig, Deputy Headteacher**

## Barriers to learning

What barrier to learning has this person overcome?



- Answer on the back page

Ms Caseley, Deputy Lead LSA



**Sports Results**

### **Friendly**

- Year 7 B: Corelli College A 7-4
- Year 8: 4-4 John Roan

### **English Schools Cup**

- St Georges 1-3 Sixth Form

Mr Muirhead, PE Department

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## A short guide to E-safety

In PSHCE lessons this week, students across the school have been considering E-safety (staying safe online) and their 'Digital Footprint'. Everything a person posts online combines to make their digital footprint. This could include a profile on Facebook, photographs and documents that you or family and friends have posted online, and anything that has been written by or about you on blogs, discussion boards and so on. We should all remember that personal information is collected by companies, advertising agencies and anyone looking for information about you, including prospective employers!

We should stress to young people (and remember ourselves) the importance of creating a positive online identity. We can manage our Digital Footprint by:

- Keeping personal details private – don't give out your address or phone number online. What you share with your friends may also be viewed by people you don't know.
- Not sharing your usernames and passwords with anyone and using your privacy settings to limit things like Facebook to friends and family only.
- Think before you post – once something is online it is there forever, even if you personally delete it.
- Not posting things that are hurtful or disrespectful to others – bullying and harassment can also take place online and the police can get involved
- Being respectful about the things that you post or share about other people. For example, your friend's photos are theirs not yours so you should get their permission before posting it online.



There are a number of websites that can help you to manage privacy setting and that can provide advice and guidance about this topic. Most of the sites have separate section for young people and the parents or carers. The most useful of these are:

**Think U Know** <http://www.thinkuknow.co.uk> – for young people and their parents or carers. The Parents' and Carers' Guide to the Internet is particularly good for highlighting strategies for becoming a better 'online parent'

**Childnet** <http://www.childnet-int.org> – a non-profit organisation working to make the Internet safer for children

**Internet Watch Foundation** <http://www.iwf.org.uk> – a hotline for reporting any online criminal activity or content

**Child Exploitation and Online Protection** <http://www.ceop.gov.uk> – an organisation working with child protection partners across the UK and Europe to protect children from harm online and offline

**Online Safety** <http://www.pawsexplore.co.uk> – a site dedicated to teaching children Internet safety tips

For more information please feel free to contact Ms M. Springer (Head of Guidance) or Ms R. Zeshan (Head of Computer Science).

# SHOWCASE

Each week we will be showcasing examples of fantastic work from our many different subject areas around the school.

This week's contribution is from Megan Snaith in Year 10. This was Megan's response to a homework task researching the Great Depression of the 1930s, as part of our exploration of the social and historical context of John Steinbeck's *Of Mice and Men*.

Mr Curtis-Brignell, Assistant Headteacher, Teaching & Learning



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## National Poetry Day

Thursday 2 October saw National Poetry Day, the theme for which was 'remember'. In accordance with this theme, we offer Edward Thomas's, "Adlestrop", written 100 years ago this year.

Edward Thomas (1878-1917), who was killed in action during the First World War, was a poet and essayist chiefly remembered for this poem which recalls the sudden peace and serenity of a village railway station in the days prior to the First World War.

"The poem has a sense of time and place that affects people very strongly," says Anne Harvey, a critic and editor of the anthology *Adlestrop Revisited*. "I think it touches on a particularly English sensibility, the idea of being a traveller in an unfamiliar place, and, of course, it carries the overtones of the war coming, and that soon this peacefulness would be gone."

Adlestrop, by Edward Thomas

Yes, I remember Adlestrop --  
The name, because one afternoon  
Of heat the express-train drew up there  
Unwontedly. It was late June.

The steam hissed. Someone cleared his throat.  
No one left and no one came  
On the bare platform. What I saw  
Was Adlestrop -- only the name

And willows, willow-herb, and grass,  
And meadowsweet, and haycocks dry,  
No whit less still and lonely fair  
Than the high cloudlets in the sky.

And for that minute a blackbird sang  
Close by, and round him, mistier,  
Farther and farther, all the birds  
Of Oxfordshire and Gloucestershire.

## Barriers to learning

Answer – Richard Branson has dyslexia

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