



TALLIS 2014 2015

Newsletter

Week 12 – 28 November 2014

CALENDAR:

1 December – 5 December

Week A

Monday 1 December

- Y12 Career Academy trip to London (Business)

Tuesday 2 December

- AM Reg – Y12 Assembly
- PM Reg – Y13 Assembly

Wednesday 3 December

- AM Reg – Y9 Assembly
- PM Reg – Y7 Assembly
- Y10 Parents' Evening 3.30 – 6.30

Thursday 4 December

- AM Reg – Y10 Assembly

Friday 5 December

- AM Reg – Y11 Assembly
- PM Reg – Y8 Assembly
- Y13 English Language trip to British Library

My thanks to parents who came to the Parent Forum meeting on Tuesday. We had a good discussion about behaviour and other issues (that was the theme of the meeting) and I attach the notes for your interest. Parents Forums are open to everybody and have a short focus and then free discussion on any topic. Do come if you can. The next one is **Tuesday 3 February 2015 at 6.00pm**.

I'd also encourage you to join us for the next stage in developing a PTFA-type organisation at **7.30pm on Wednesday 10 December**. There's more about that in the newsletter!

We had an excellent Fire Drill on Tuesday this week and managed to evacuate the whole building in a very calm and orderly manner in 7.5 minutes – a real achievement for such a big school. We're working with G4S and the Fire Service about further improvements.

Coming from the macho north east where wearing a coat to go out in is strictly for the over-40s even when snow reaches the knees, our coats issue is interesting. Please will you impress upon your young charges in Years 7 to 11 that a stylish Tallis jumper or cardigan is an essential accoutrement for the winter? Older students will then tell you that the woolly ones are itchy and the cotton ones fall apart in the wash. We have sought to fix this by decommissioning the woolly ones and getting a different knit for the cotton ones, which helps the washing. Either way, they're the only way to keep warm and can be got at a competitive price from Whitehall Clothiers in Lewisham. The coats come off, and any extraneous garb. Please also remember that the navy Tallis sweatshirts are PE kit, not to be worn as uniform.

We hosted Councillor Linda Bird yesterday on a fact-finding mission about the Education Health and Care Plans, where we have some good practice. An ex primary Head, she was very impressed by what she saw.

Lee Marshall and Matt Wainwright from the Deaf Support Centre launched 'Lee's BSL Songs' website at a very good evening at the Greenwich Picture House, hosted by Josette Simon.

As I write, we are all enjoying Community Day. It is good to give our young people the chance to learn different things in a different way, and to offer some life-skills too. Our staff Training Day on Friday is around two areas: developing some action research projects concerning each other's classroom practice; and thinking about the future of assessment and reporting. We'll be consulting parents about that in the New Year.

Many of you know the artist Helen Storey who worked with us on the Catalytic Clothing project, which is the reason for the denim display in our front garden. We are delighted that Helen has been awarded the considerable honour of Royal Designer to Industry and congratulate her warmly. Helen wrote to us kindly, saying 'You set an extremely high bar for the next generation's ability to flourish and contribute to this world - wish we could bottle it and spray it over many others!'

Mrs Roberts, Headteacher



facebook.com/creativetallis
twitter.com/creativetallis
flickr.com/photos/tallisphoto

Barriers to learning

What barrier to learning has this person overcome?



Answer on back page

Education to understand the world and change it for the better



Sports News

Fixtures

Monday 1 December

Year 7 boys vs Carshalton Home kick off 2.00pm

Wednesday 3 December

Year 8 boys vs Bacon's College Home kick off 2.15pm

Thursday 4 December

Year 10 vs Skinners Home Kick off 2.00pm

Results

Congratulations to the Year 8 boys and girls teams who won the indoor athletics championships. Also, congratulations to the Year 7 boys and girls teams who came 2nd.

Wednesday

English Schools Cup

Year 8 boys 3-1 Greig City Academy

Thursday

Blackheath cup

Year 10 boys 1 vs 3 Crown Woods Home

Friday

Blackheath cup

Year 7 boys 5 - 1 Prendergast Vale Home

Year 9 boys 12-0 Prendergast Vale Home

Saturday

Friendly

Year 7 boys B 2 vs 6 Wandsworth Home

Mr Muirhead, PE Department

Education to understand the world and change it for the better

How to help your child in English - Paired Reading

Research shows that your interest and involvement in your child's learning and education is more important than anything else in helping your child fulfil their potential. Research has also shown that children who are interested in reading do better at school than those who don't read for pleasure.

If your child is struggling with reading then **Paired reading** is a very good way for parents to help. It works well with most children and most children really like it as their reading gets a lot better. In turn, this helps them want to read.

It is vital that your child should choose the book. Children will enjoy reading far more reading from books that they like. They can choose from books available at home, at school or from the library or from newspapers, magazines, or indeed, any other items they want to read.

If your child gets fed up with a book, and wants to change it, that's okay. If the book is boring, perhaps he or she should choose more carefully next time.

How often?

Try very hard to do some paired reading nearly every day, even if only for 5 minutes. Aim for 5 days per week. Reading is a habit that needs to be learned. Don't do more than 15 minutes unless your child wants to carry on. Don't make your child do paired reading when they really want to do something else.

Talk

Studies have shown that parents who talk to their children about books, TV programmes and films help to keep their children interested in reading so please show an interest in the book your child has chosen. Talk about what's in the book as your child goes through it. It's best if you talk at the end of a page or section, or your child might lose track of the story. Ask what your child thinks might happen next. Listen to your child - don't you do all the talking.

Talk is very important - it shows your interest in what the child is reading. It also checks on their understanding without it seeming like they are sitting a "test".

Mr Brennan, English Department

Weekly Newsletter

We are in the process of setting up an email service which would send out an email each week when the newsletter is published. If you would like to subscribe to this email please use the link [here](#) or the link on the school website (on the newsletters page).

Education to understand the world and change it for the better

Y12 History Conference

On the 27 November, the Year 12 historians attended a conference featuring four university lecturers. The day consisted of a journey through Russia from as early as 1825 to 1924 covering all aspects into the inevitable fall of autocratic system and rise of the Bolsheviks. We were given an in depth insight into many aspects of Russian society at the time and discovered the true complexities of them such as the emancipation of the serfs that the text books simply don't cover. The background knowledge into prior to our time scale of 1881-1924, gave clarity in understanding that the Tsardom had troubles in the onsets of our period and radical groups were not a new thing but somewhat constant in Russia. The three remaining Tsars were described in great detail such as their childhood and situations that led to them taking power; for example, Tsar Nicholai's brother was murdered and he took the throne instead of his other brother who was the next heir and trained better to take power. With such details, we historians were able to understand why certain Tsars were not successful. The day was very helpful for our up and coming exam and worked as good revision to help consolidate our learning of Russia 1881-1924.

Domonique Lemonius, Y12 student

'Emancipation of the serfs - This lecture was the first of the day. It was fast and full of detailed and relevant information. The subject was Serfs and the Peasantry - how they were different, the same, and whether the emancipation of serfdom really made a change.

In relation to our course, this lecture provided a detailed depth of knowledge that could directly be applied to our work in class, for example, strip farming, and the treatment of serfs. Every student I spoke to said they found it to be very rewarding.

Pressure from below - This lecture dealt with the issue of how much did Russia change between 1881 and the Russo-Japanese war and the build up to the 1905 revolution. The information provided was very useful, as it can be used to set up essays and arguments in the exams.

How important were the Revolutionary groups in Russia after 1855? The very first section of this lecture was concerned with a revolutionary group that worked before the time we study. However, it provided a good context to the time we do look at. The rest of the talk concerned different revolutionary groups, which was interesting and very relevant to our course. The lecturer, Lara Cook, from Leeds University was engaging and obviously enthused about the topic. It was a very refreshing look at material we have been studying.

Nicholas the second - the final lecturer was from Oxford University and spoke about Tsar Nicholas the second, and his downfall. The lecture began with a detailed insight into the type of man Nicolas the Second was. Followed by what he actually did when he became the Tsar in 1894, then the 1905 revolution. All of this referred to Key Question 1 of the course. He also spoke about the tensions that were involved and ended with a very engaging and interesting evaluation of the downfall of Tsardom. What could Nicholas have done to reign successfully? Overall this lecture was very compelling.

The day as a whole was useful and definitely worth it, beneficial to everyone who attended, and very well organised. The lecturers were both passionate and expert on the topic at hand.'

Maeve Thomas, Y12 History student

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★ SHOWCASE ★

Year 13 ICT

In ICT students have been developing a stock control system based on a building supply company. The work below is from Lorena Malaj of 13LT.



ORDER FORM

FLOOD & SON

Address:

15 Blendon Terrace,
Eltham,
London SE18, UK

Phone:

020 8888 0776

Fax:

020 8888 0777

Email:

FloodSonLtd@gmail.co.uk

Date:

Name:

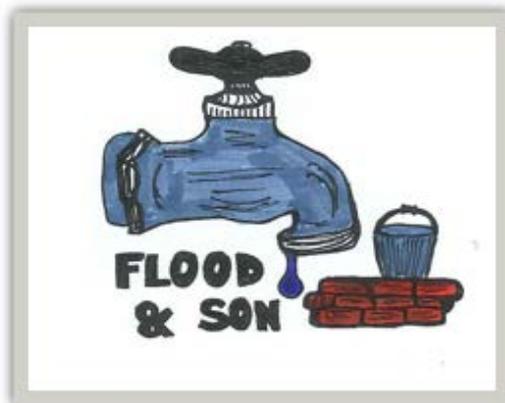
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City:

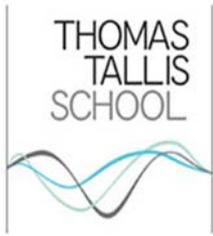
Post Code:

Stone Solutions
Stone Hall House, Stoney Road,
Stoneygate, London,
SE6 9PJ

Ref no.	Item	Quantity	Price	Sub Total
	Building Sand	1 tonne	£15.00	£ 15.00
	Grit Sand	1 tonne	£10.00	£ 10.00
	Gravel	1 tonne	£40.00	£ 40.00
	Yorkshire Flagstones	1 square metre	£50.00	£ 50.00
	Concrete Paving Block	1 square metre	£10.00	£ 10.00
	Yorkshire Stone Blocks	1 square metre	£65.00	£ 65.00
	Cement	25kg	£5.00	£ 5.00
	Concrete Common Bricks	Each	£0.25	£ 0.25
	Red Bricks	Each	£0.45	£ 0.45
	Blue engineering Bricks	Each	£0.80	£ 0.80
	Total Price			£196.50



Education to understand the world and change it for the better



Thomas Tallis Parents' Forum 25.11.14

Education to understand the world and change it for the better

1. CR welcomed parents to this second meeting of the new school year. About 24 parents attended.
2. Louisa Coppins, Acting Deputy Head (Pastoral) talked a little about what OFSTED saw regarding behaviour (we are definitely 'good' but need to do some more work on attendance and punctuality), our revised behaviour systems that have been in place since Easter, and the Tallis Rules that are on every classroom wall now. Ms Coppins, formerly Assistant HT Pastoral, is Acting DHT for the duration of Mr Greig's secondment to be Interim Head of Plumstead Manor School. In questions, we discussed:
 - a. Bullying: we attempt to resolve as soon as possible
 - b. Bus behaviour: we talked a lot about this. The responsibility for behaviour on buses is a grey area and shared between parents and school. School has few specific sanctions (such as taking travel rights away), and we cannot supervise public transport. However, we will try to improve things, especially at the bus stop end. We do punish children whose bad behaviour we find out about, and have made internal and external exclusions for bus-related incidents. We talk about behaviour in the streets and on the buses a lot in assemblies and, while the children understand how to behave and do so in school, they cannot universally be relied upon to do so when unsupervised. We will also discuss this with our Police Officer, PC Calladine.
 - c. Lost property: this was related to lockers too, for which keys are about to be issued. One parent expressed bewilderment that another child had obviously taken home named items but parents had not seen fit to return them.
 - d. Bad language: a parent expressed concern that bad language was being used in the street around school. We talked about the children's different register of language and reassured parents that such language was not being used in school.
 - e. Planners: Ms Coppins talked about what might be in the student planners in terms of behaviour advice, next year.
 - f. Contact home: parents asked that they be contacted soon if anything was going wrong.
 - g. Rewards: we discussed the nature of rewards and the demotivating effect this could have on good students if those who were usually badly behaved got a better deal from rewards. Rewards are very difficult to get right, but there is some good work going on in year groups, and within departments. Letters home are much appreciated by students and parents.
 - h. We talked about how teenagers hear advice, and whether or not they hear the positives as well as the negatives.

3. We talked about the lunch queues and reassured parents that it was *always* the case that the queue for lunch was over within 30 minutes of the start of lunch, leaving a good 20 minutes for even the last in the queue to eat. However, many young people find even the swiftest queue irksome, and sometimes students tell parents that they can't get served in time, for other reasons! Parents can see what is being eaten and what time children are being served through the Wisepay system, or we can print information about that if parents would like it.

We thanked parents for their contributions, and took up some personal questions at the end.

Next meeting **Tuesday 3 February 2015 at 6.00pm in the Hall.**

Barriers to learning

Florence Welch has dyspraxia