



TALLIS 2014 2015

Newsletter

Week 17 – 16 January 2015

CALENDAR:

19 January – 23 January

Week B

Monday 19 January

Tuesday 20 January

- AM Reg – Year 12 Assembly
- PM Reg – Year 13 Assembly

Wednesday 21 January

- AM Reg – Year 9 Assembly
- PM Reg – Year 7 Assembly
- PARENTS EVENING YEAR 11
- PTFA MEETING 7:00 PM – 8:00 PM

Thursday 22 January

- AM Reg – Year 10 Assembly
- Year 13 Trip to Lyric Theatre
- Year 9 Astronomy 'Think Space' Lecture 2

Friday 23 January

- AM Reg – Year 11 Assembly
- PM Reg – Year 8 Assembly

I hope that you feel term has started well: we do. Governors' **Pastoral Committee** met on Tuesday this week and, as is usual at this time of the year, reviewed and ratified several policies. This meeting the Equalities, Attendance and SEN policies were approved and they are all on the website now. Do please keep an eye on that: we are working our way through them all.

We had a special session giving Year 11 their mock examination results, on Tuesday afternoon in the hall. It helps focus their minds if they have an idea of how it feels to open *that envelope* in August. This week we have Year 11 Parents Evening on Wednesday 21 January. Please make sure you have signed up if you are a Year 11 parent. We also have the Year 11 Design Exhibition at the same time (3.30pm to 6.30pm) in the Gallery.

Immediately following that is the next meeting of the **PTFA, also on Wednesday at 7.00 pm** in the Gallery. Please do come along.

We look forward to welcoming Danish visitors on Wednesday and Thursday this week, to see our work in Visual and Media Arts.

Thank you if you made extra efforts to get your offspring to school on Bus Strike day. Much appreciated.

Mrs Roberts, Headteacher

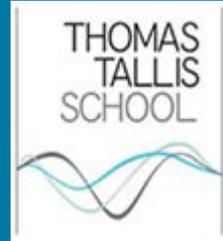


facebook.com/creativetallis
twitter.com/creativetallis
flickr.com/photos/tallisphoto

Support Your Teen Evening

at Thomas Tallis School

Wednesday 25th February 2015 6:00pm - 8:00pm



The evening will host a variety of workshops run by staff and outside professionals.

These are for parents and carers to attend, in order to help support the development of your teenager.

Workshops will include:

- Supporting emotional wellbeing
- Feed your family for a fiver
- Crime
- Bullying
- Teen Health
- Gangs
- Homework
- Drugs
- Engaging with your child

Please go to the workshops you feel would be of benefit.

The workshops will be open for parents and carers to ask questions, seek advice and gain practical solutions.

We are very keen to support our parents and carers with the development and growth of their teenagers, so if you have any particular ideas or suggestions please contact us.

If you require further details please contact

Lisa Sproat

Email: lsproat@thomastallis.org.uk

Tel: 020 8331 3033

Information,
help and
advice

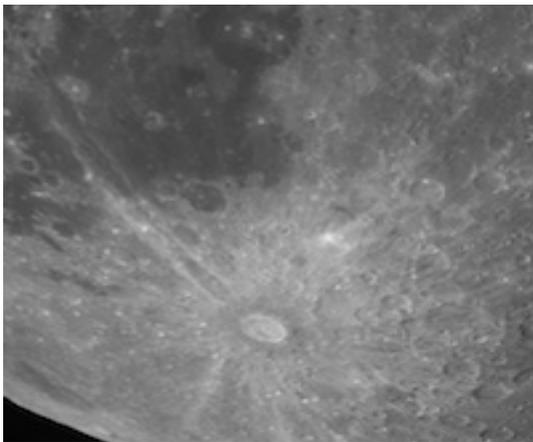
Practical
support and
ideas

Time to think,
reflect and
discuss

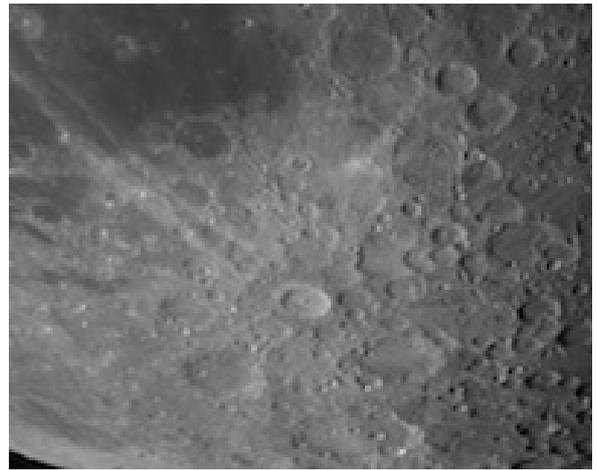
Year 10 GCSE Astronomy

Students from Thomas Tallis are currently completing their second piece of coursework. This involves making observations of the Moon using a professional telescope in the Canary Islands owned by the University of Liverpool. The students are investigating how 3 lunar features change over the course of a lunar month (the phase of the Moon) and have had to program the telescope to take a series of observations

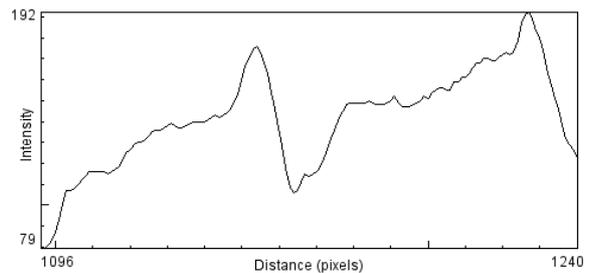
The students have chosen features such as Tycho Crater, the Sea of Tranquility (where the Apollo astronauts landed) and the Apennine mountains. They've all learnt a huge amount about how unique our Moon actually is! The scale of the Moon is much more significant that one might imagine, with craters from ancient meteorite bombardments being up to 30km wide, and mountain ranges from long extinct tectonic activity being up to 3km tall (as tall as the Alps!). The dark grey lunar seas are formed from ancient lava flows. Here's a picture of Tycho Crater taken by our telescope at Full Moon.



You can see rays emanating from the crater that were formed from the initial impact. A few days later, as the terminator (the line separating day and night on the Moon) moves across Tycho, the picture looks very different.



The students have had to make quantitative measurements of light intensities using professional astronomical software, to make conclusions about 'how and why' the appearance of the Moon is changing. Here's one such graph, showing the variation in light intensity across the crater.



If you look carefully you can see the dip in the centre of the crater and the two peaks at the edges. Oh how times have changed since NASA used Patrick Moore's hand drawn sketches to guide Neil Armstrong to his landing site!

This is the final piece of coursework for our Year 10 students and they will be taking their GCSE Astronomy exam in May. Perhaps this is a stepping-stone on a bigger journey and perhaps one day, one of them might be on a mission back to the Moon or even to Mars!

Mr Smythe, Science Department

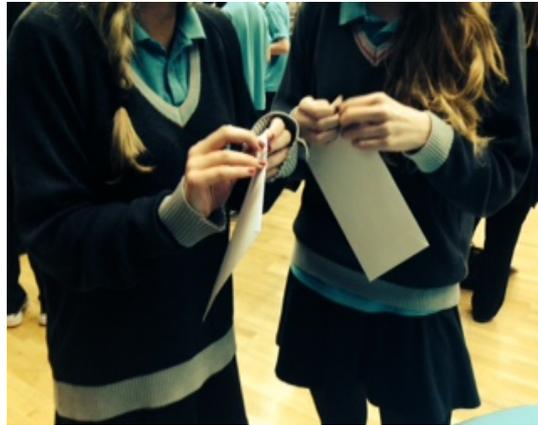
Year 11 Mock Results

On Tuesday afternoon Year 11 students were given their mock GCSE exam results. We wanted to give the students an authentic experience that would be similar to what will happen in August so they had to come to the main hall and collect an envelope which contained the results. The atmosphere was one of nervous excitement and anticipation and the students conducted themselves with great maturity.

Most students anticipated that the results would not be quite what they would like them to be by June and that the mocks would act as a marker for where they are on the journey towards the final exams. The reaction from many was very positive and they realised that the mocks gave them the required motivation to want to work even harder over the remaining months of Year 11.

I am immensely proud of the ways that most students have returned to school this term determined to make full use of the time left and are rightly pleased with how well they have done to date. A special congratulations to the following students who did fantastically well in the mock results:

Intisar Ajami – 3A*s, 4As and 3Bs
Ellie Gregson – 4 A*s, 3As and 1B
Amina Scott-Dooman – 4A*s, 3As and 3Bs
Ellen Sharman – 4A*s, 3As and 2Bs
Betty Welch 5A*s, 1 A and 4 Bs
Kay Nymark – 7As and 2Bs
Ruth Bidgood 1A*, 4As, 3Bs and 1C
Amber Poole 1A*, 5As and 3Bs
Saphire Wilson 5As and 3Bs
Leyla Sensev 6As, 2Bs and 2Cs



We hope there are many more results like this in August. Thank you to parents and carers for their ongoing support and we hope to see all of you at parents evening next week so that we can continue to work towards a successful end to the year for all.

Damien Quigg, Head of Year 11

Lost Property!

Due to huge amounts of unclaimed lost property, we will be organizing a **Lost Property Table** in reception every other Friday after school from 3:10 pm. Commencing next Friday, 23 January and fortnightly thereafter, any lost property will be displayed on tables at the rear of reception. Parents and students are encouraged to check the table for any missing items on these Fridays as any unclaimed items may be disposed of.



Literacy across the Curriculum Why Grammar?

The ancient world took grammar teaching very seriously as a foundation for instruction in writing skills - hence the link between the word grammar and the Greek *gramma*, 'written character'. Another benefit was for thinking skills, where grammar was paired with logic and rhetoric.

The later 20th century saw two competing trends. Most schools stopped teaching grammar in English; meanwhile, Latin teaching had largely died out too, so pupils no longer had any systematic instruction in grammar.

English grammar became an important research subject, partly driven by the overseas publishing market in English as a Foreign Language and partly by the intellectual impetus of theoretical linguistics. Most universities now have a department of Linguistics or of English Language where undergraduates study English grammar.

Currently, children in primary schools are expected to know a range of grammatical terminology, and apply this effectively in their writing. As a result, they are increasingly comfortable and confident with grammar. With this in mind, I'll pop some rules in the bulletin to refresh us all. It's a bit of learning curve for many of us.

A useful little grammar booklet is the *Usborne Guide to English Grammar*, which is useful for child or adult as the language is accessible to all. The verb, "to be", is the most common irregular verb. Increasingly, we hear people say, "you was", instead of "you were".

This is wrong, and it would be helpful to point this out to those who are unaware of this error. Below is a breakdown of the verb. Sometimes, it's alright to do some rote learning, so feel free to learn it off by heart!

English Conjugation of the Verb "to be"

Grammatical conjugation of a verb requires making a systematic list of all forms of the verb for each person, number, and tense. The verb "to be" is the most irregular verb in English. The verb **to be** is conjugated as follows:

Infinitive: **be**
Present Participle: **being**
Past participle: **been**

<i>Person, Number</i>		<i>Present</i>	<i>Past</i>
1st,singular	I	am	was
2nd,singular	you	are	were
3rd,singular	he/she/it	is	was
1st,plural	we	are	were
2nd,plural	you	are	were
3rd,plural	they	are	were

Alison Vitte, Literacy Coordinator

PE News

Year 11 boys 1-0 London Nautical

Thursday 15 January

Year 9 boys vs Stepney Green

Year 10 boys vs Crown Woods

Wednesday 21 January

Year 8 boys vs Prendergast Vale

Thursday 22 January

Year 10 boys vs City of London

Franklin Scholars (Peer-mentoring Year 7 and 8)



The transition from primary to secondary school is tough and it is identified as a point in time where someone's future can be decided and some students struggle more than most to make that leap and it can be damaging to their confidence and their academic progress.

For every one of these children there is another student in the same school that is very well equipped to help.

The Franklin Scholars are some of our school's brightest Year 8 students who have been trained by an external agency of the same name to be personal tutors to those Year 7s throughout their first year.

Each group of mentors and mentees – there are three - meet on Monday, Tuesday or Wednesday lunchtime in room 1316, supervised by Mrs Hodgson, Mr Pape or myself. This week Monday, Year 8 mentors will receive extra training during periods 4 and 5 and have a review of the programme so far.

The Franklin Scholars are equipped to lead innovative sessions and are challenged to develop their skills to not only have a positive impact on the younger students but to also carve out a

bright future for themselves because When One Teaches, Two Learn.

Mickael Brunoir, Head of Year 7

Reward Stickers

Starting Monday, Year 8 will be collecting stickers once again! Tutors have been sent a reward tracking sheet (created by the lovely Mr Robson, Year 9 tutor), which will recognise both individual and group success. In addition to this, they will be receiving a puzzle every Monday to 'persist' with, meaning that every child in Year 8 should be receiving at least one sticker per week. I would be very grateful if you could ensure that achievement is recognised and lots of stickers are being given out. If anyone needs any stickers I have stock in my cupboard.

I would also like to take this opportunity to thank the Year 8 tutor team for their enthusiasm last half-term, especially pulling together a splendid panto at the end of term. You are all a delight to work with!



Victoria Hodgson, Head of Year 8

Year 11 GCSE after school priority catch-up sessions

Subjects listed take priority on these days, if you are not required to be in the subject listed then you are free to attend any other catch-up sessions being offered on that day.

A Week	
Monday	Maths
Tuesday	Science / Study Support
Wednesday	Maths
Thursday	English
Friday	RE

B Week	
Monday	Spanish / French / Italian / PE
Tuesday	Science / Health & Social Care / Child Development / Geography / History / Sociology / Photography
Wednesday	Art / Media / Music / Drama / Sport / Dance
Thursday	Business / ICT / Design Technology
Friday	Dance / Drama / Art / Media / Music

GREENWICH ADMIRALS BASKETBALL CLUB

Open practice sessions for juniors on Tuesdays.
Age groups: u14's / u16's / u18's, groups.
Players from all local schools welcome to join us.



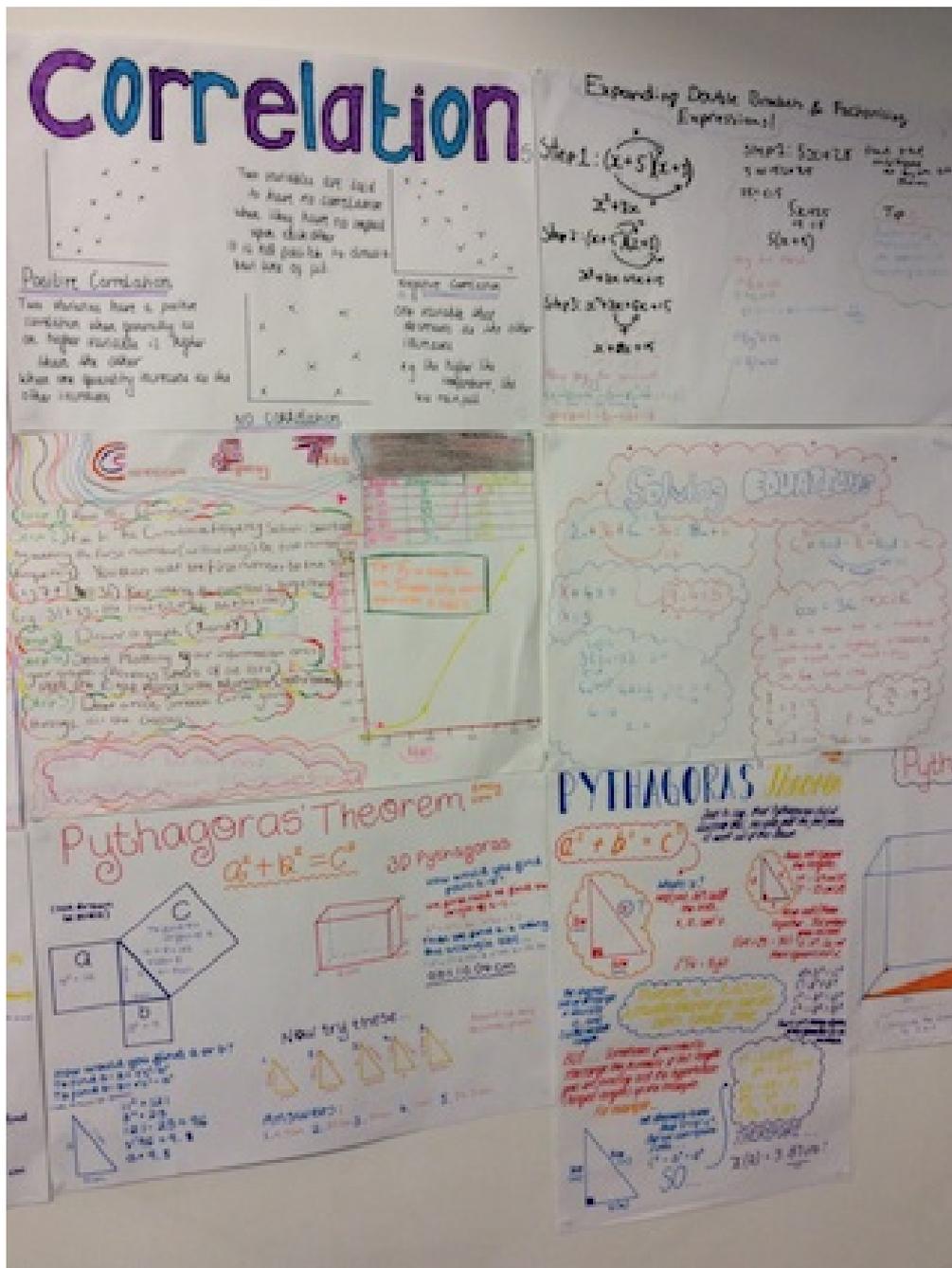
Times: TUESDAYS 7.30 pm – 9.30 pm. Cost £3 per practice.
Plus Annual membership £5 (includes membership of England Basketball)

VENUE: Thomas Tallis School (sportshall).
154 Kidbrooke Park Road, Kidbrooke, SE3. 9PX.
Contact Club Secretary: Brian Jones: for more information.
Mobile: 077303-78910. e-mail: brian@greenwichbasketball.co.uk

★ SHOWCASE ★

Some key stage 4 students created some summaries of the topics they have studied recently. These can now be read by other students who use the classroom. All of our students could build up a handy set of revision photos if they visited all our classrooms with their camera phones! Send them my way.

Chris Hordern, Maths



★ SHOWCASE ★

Our key stage 5 students have also been busy. This calculus problem was completed by 2 Year 13 students. It's quite impressive! We are also very pleased that our Year 13 mathematicians have received some offers to read maths at some impressive universities. Amlan Banaji has received an offer from Cambridge University! So far there have been other conditional offers from Warwick (2), Kings (2) and UCL. Hopefully their results in the summer will all meet their offers.

Chris Hordern, Maths

Solve the differential equation $(1+x)\frac{dy}{dx} - xy = xe^{-x}$
given that $y=1$ at $x=0$.

$$\frac{dy}{dx} - \frac{xy}{1+x} = \frac{xe^{-x}}{1+x}$$

Integrating factor = $e^{\int -\frac{x}{1+x} dx} = e^{\int (\frac{1}{x+1} - 1) dx}$
 $= e^{\ln|x+1| - x}$
 $= e^{-x}(x+1)$

$$\therefore e^{-x}(x+1)\frac{dy}{dx} - xe^{-x}y = xe^{-2x}$$
$$e^{-x}(x+1)y = \int xe^{-2x} dx$$
$$= -\frac{xe^{-2x}}{2} + \int \frac{e^{-2x}}{2} dx$$
$$= -\frac{xe^{-2x}}{2} - \frac{e^{-2x}}{4} + c$$
$$y = -\frac{xe^{-x}}{2(1+x)} - \frac{e^{-x}}{4(1+x)} + \frac{ce^x}{(1+x)}$$

$f(0) = 1$

$$\Rightarrow 1 = -\frac{1}{4} + c$$
$$\Rightarrow c = \frac{5}{4}$$

Therefore the particular solution of the above differential equation is

$$y = -\frac{xe^{-x}}{2(1+x)} - \frac{e^{-x}}{4(1+x)} + \frac{5e^x}{(1+x)}$$