



AllSaints
CATHOLIC SCHOOL

SUMMER NEWSLETTER 2021

Dear Parents/Carers,

I am delighted to present to you our summer newsletter. As you will see despite the many challenges Covid presented it has been a lively and busy term.

The pupils completed their GCSE and 'A' level assessments, other year groups worked hard on their end of year assessments and it was lovely that we were able to enjoy a leavers BBQ, Pizza Party reward parties and sport days.

I hope that you enjoy this window into our last term and see the breadth of experiences our pupils have had. This term the school achieved the Gold Mental Health Award and the Silver Eco School Award. As a school we consistently strive to broaden and deepen the educational experience of our young people.

I wish you and your families a restful summer. I look forward to our return in September.

Clare Cantle
HeadTeacher



Max's Bark!

Hello everybody! I'm just barking to say have a fantastic summer and thank you to all of you for giving me so many lovely strokes and pats! You really are the kindest and loveliest boys and girls a school dog could wish for.

I celebrated my second birthday here at All Saints and want to also say thank you to all of you who gave me presents and love. Despite missing you all during the lockdowns it has been brilliant being back with you all.

So, as I am getting to be a big boy, I look forward to seeing you all when we come back to school in September, when you will all be a bit bigger and wiser! WOOF!



Our Saints!

We couldn't have done it without them - thank you Mrs Callaghan and Mrs Irvine for always adapting and making all of us as safe as can be! We are delighted to have received a congratulations certificate from Public Health England for our work as part of the Schools Infection Survey for COVID-19

Well done Mrs Whiley!

We all congratulate Mrs Whiley for her recent Pearson Digital Innovator Award.

Over lock down, Mrs Whiley was relentless in her mission to help maintain our provision for Literacy and learning; she made sure all our pupils could use our range of online learning platforms from Seneca online and GCSEPOD to Reading Rock stars and Literacy Planet. Well done! Here she is on the left being handed her certificate by Miss Lamprell.





Mental Health Awareness Week 2021



Mental Health is the dominant welfare of emotional, psychological and social care of one's wellbeing. It incorporates the way we think, feel and respond on how we handle decision making, feeling anxious and communicating in relation to others. It is a positive state of mind and body that leaves us feeling safe and able to cope with anxiety, building a working relationship with people and the environment.

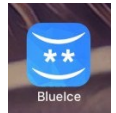
YR8 students



How nature can help improve our mental

- GET OUT INTO THE NATURE
- FIND NATURE WHEREVER YOU ARE
- CONNECT WITH NATURE USING ALL YOUR SENSES
- CONNECT WITH NATURE CREATIVELY

Blue Ice: Is a mental health app to help young people manage their emotions and reduce urges to self-harm.



Chilli: Use breathing techniques to help you relax more, worry less and feel better



distrACT: Quick and discreet access to inform and advice about self-harm and suicidal thoughts.



MeeTwo: A safe and secure forum for teenagers wanting to discuss any issues affecting their lives



My Possible Self: The mental health App: learn how to manage fear, anxiety and stress and tackle unhelpful thinking



ThinkNinja: Is a mental health app designed for 10-18 years old. Using a variety of content and tools, it allows young people to learn about mental health and emotional wellbeing, and develop skills they use to build resilience and stay well.



Self-care Summer Activities

- STAYING PHYSICALLY ACTIVE AND CONNECTED TO OTHERS THAT IMPACT US IN A POSITIVE WAY CAN INFLUENCE OUR HEALTH
- EXERCISE REGULARLY
- GET OUTDOORS SAFELY
- WALK/RUN DAILY
- VISIT A FAMILY MEMBER
- LISTEN TO MUSIC
- MEDITATE
- VISIT THE LIBRARY/READ A BOOK
- PAINTING DRAWING
- WRITING IN A JOURNAL

Your Mental Health Champions

If you need someone to talk to about you or someone else's mental health.....

Mrs Rivera
You will find me in J7!

Miss Bateman
You will find me in E1!

Ms Oakley
You will find me in Student Support!

Speak Out – Jack Petchey Workshop

Each year, a group of our Year 10 students take part in a Spoken Language workshop run by Jack Petchey. In this workshop, students are given the opportunity to practice their written speech skills, boost their confidence and expand out of their comfort zone when speaking to a large audience.

The workshop for this year was run on Monday 7th June with 30 Year 10's. Students prepared speeches on a range of topics including food, cars, travel and even those who most inspire them.

At the end of the workshop, all students performed their speeches in front of the class and 4 candidates were chosen to then go to the next round. Since then, we have narrowed it down to 2 students where one will become the finalist and the other will remain as a back-up.

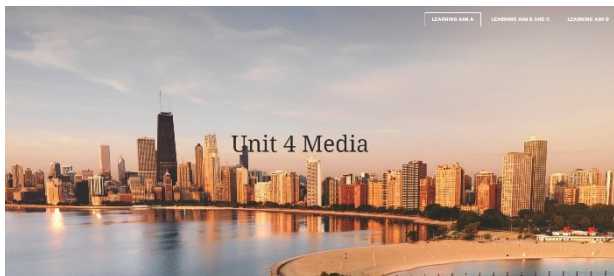
All students have worked extremely hard to date. Their enthusiasm during the initial workshop was great and their support for their peers is to be commended. Well done to you all!

A special thank you to Ms Rudhun and Ms Garcha for their work with the students.



CREATIVE DIGITAL MEDIA PRODUCTION

The Media department are pleased with the commitment and maturity shown by our Media students this year. After a very difficult 6th Form experience I am pleased to announce that the Yr13 students produces some fantastic websites for their BTEC entries impressing the moderator with the easy navigation and quality of the work produced.



Pre Production Portfolio

A guide on how to create your own Pre Production Portfolio
By Gabriel Chavira

Different types of finance

Private Finance is a type of finance that is used to fund a business. It is usually provided by individuals or private companies. It is often used to fund start-ups and small businesses.

Public Finance is a type of finance that is used to fund a business. It is usually provided by the government. It is often used to fund large-scale infrastructure projects and public services.

Requirements of Finance

When you start to think about providing the right amount of capital for your business, there are a number of things you need to consider. These include:

- How much capital you need to start up your business.
- How much capital you need to cover your operating costs.
- How much capital you need to cover your marketing costs.
- How much capital you need to cover your legal costs.
- How much capital you need to cover your insurance costs.



Law

Year 12 law students have been involved in a virtual work experience programme to find out what a career in law could look like. Clifford Chance, one of the Magic Circle law firms based in London, has produced a programme for 16– 18 year olds that aims to provide them with the insight, information, tools, support and guidance that they need if they are thinking about a career in law. Students had the chance to experience solving legal issues and undertake some basic trainee-type tasks, gaining a better understanding of what lawyers do.

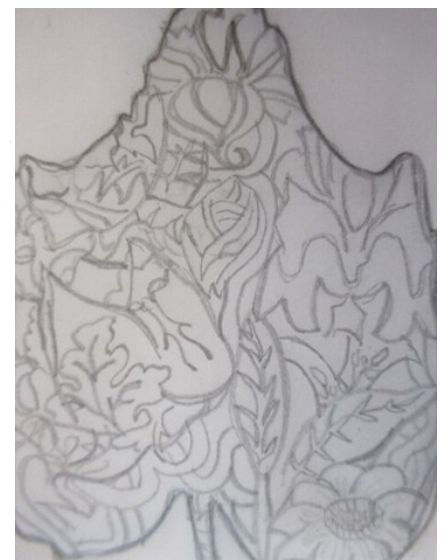
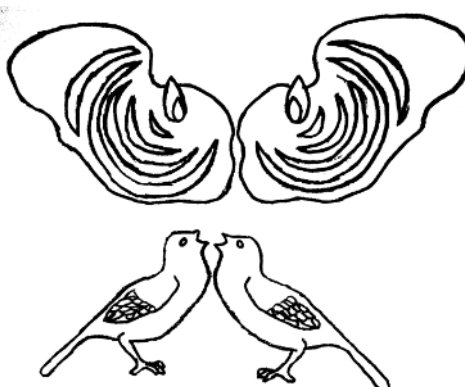
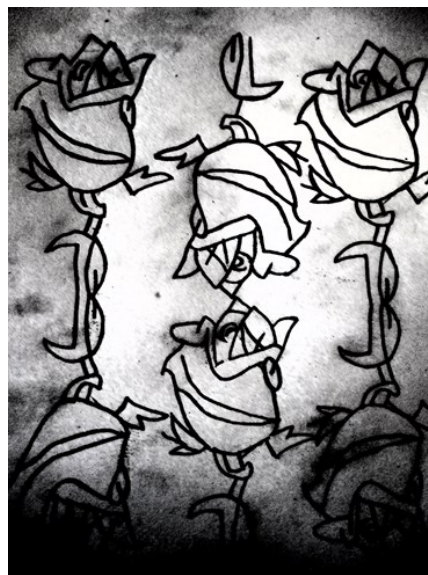
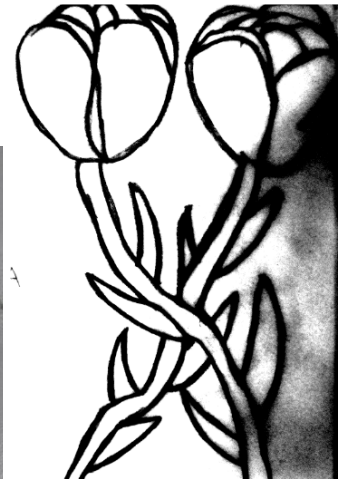
Art Department
Year 7 Colour Theory: Summer Term 1

The Year 7's made a brilliant start to their Art and Design studies this Summer Term.

The first part of this term they explored the theme of 'Colour'.

This provided the opportunity to explore a range of artists including the pioneer of British Arts and Crafts; William Morris.

The Year 7's worked in a variety of media including printing and digital manipulation with ICT.

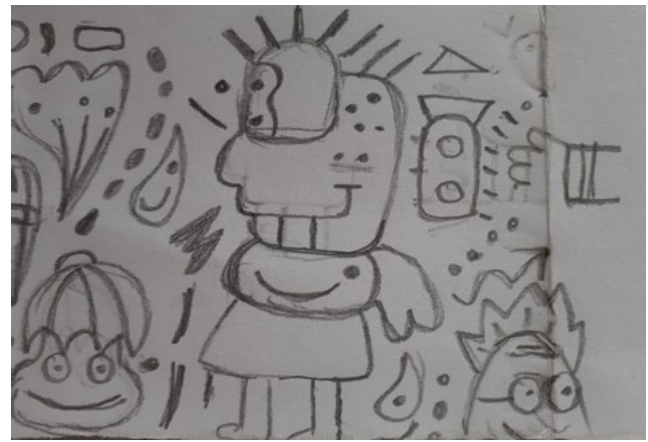


Year 7 Mark Making: Summer Term 2

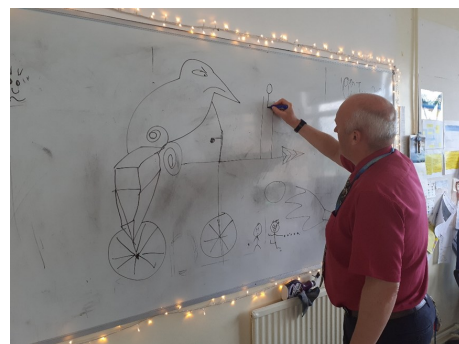


The second part of this term the Year 7's have been exploring the theme of 'Mark Making'.

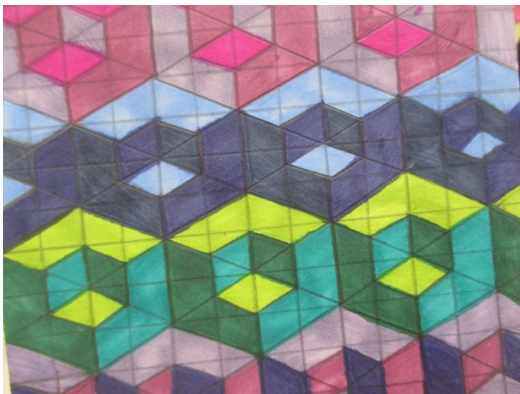
This has provided the opportunity to explore the British and contemporary artist Sam Cox aka Mr Doodle!



We even had a visit from our very own Mr Doodle aka Mr Eason, Assistant Head of KS3 demonstrating his mark making skills!



Year 8 Optical Illusions: Summer Term 1



The Yr8 made a fantastic start to their Art and Design studies this term.

The first part explored the theme of 'Optical Illusions'

This has provided the opportunity for cross curricular, where Art and Maths collide for stunning results.



Congratulations and farewell Year 13

Farewell
and
Good Luck

It has been a tumultuous year, not only for year 13 but, for all students. The stresses of lockdown, the demands of study and examinations, and the necessity to make a decision about a future were powerful obstacles. However year 13 faced them with vigour and as the year ended we were able to take some time on the final afternoon of lessons together to wish each other well on our respective journeys wherever they make take us. Speaking of journeys it must be noted that the vastness of our students ambitions both academic and geographical is wildly impressive. Russell Group University choices espouse a range of excellent locations such King's College, Leeds, Liverpool, and Manchester Universities. The breadth of subjects is also stunning with a particular focus on Pharmaceuticals, Biomedical Engineering, Medicine, and Law. Elyse Lopez has even opted for the study of Astrophysics at King's College while Benedict Okungbowa will read for economics at Oxford. As Year Leader my final message to the year group was, you are starting on a journey, and some of you will know your destination – University, employment, apprenticeships, and some of you will be unsure. So, my advice to all of you is to continue, as you have with us here at All Saints, to embrace life and learning with the same passion, enthusiasm, courage and spirit as you find your way. It is a big world out there, but you are part of it, a very important part of it and you can make a difference. Be brave, be gracious, be true to yourself and be the best that you can be.

Mr Eccles and The Sixth Form Team

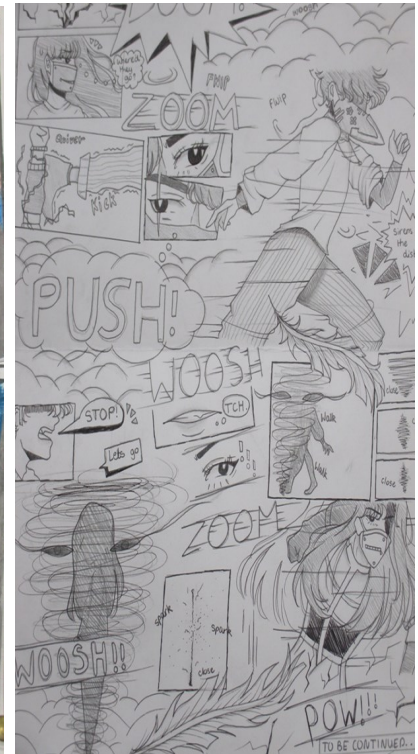
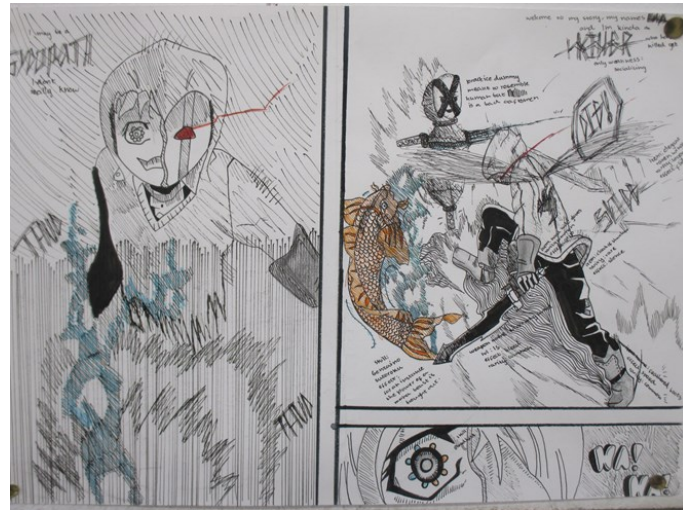
Year 9 Pop Art: Summer Term 1

The Year 9's made a fantastic start to their Art and Design studies this Summer Term.

The first part of this term they explored the theme of 'Pop Art'.

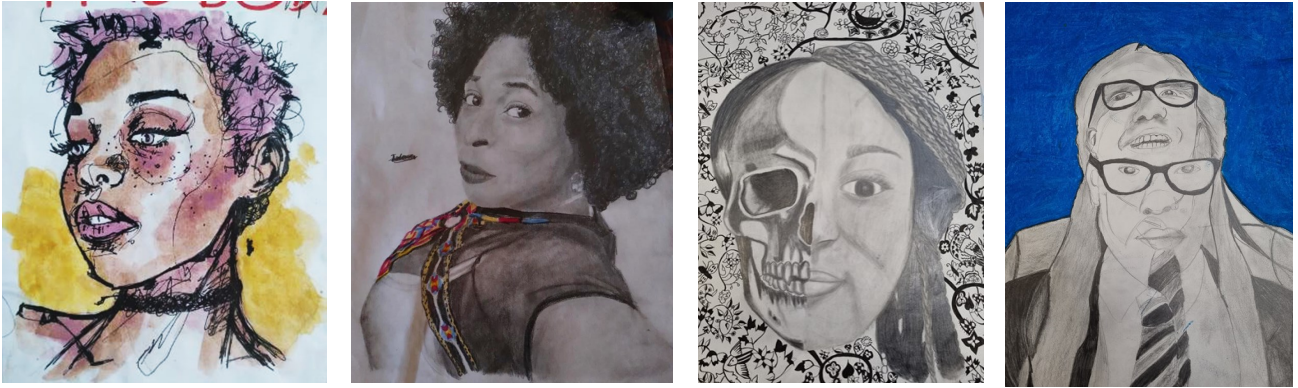
This provided the opportunity to explore Pop Artist' Roy Liechtenstein and Andy Warhol.

In addition, the Year 9's studied the incredible work of Stan Lee. The American Marvel Comic book writer who revolutionised the comic book world in the 1960's with superheroes and villains



Year 10 GCSE Art: The Human Condition

Exploration with screen printing, sketching pencil and drawing ink



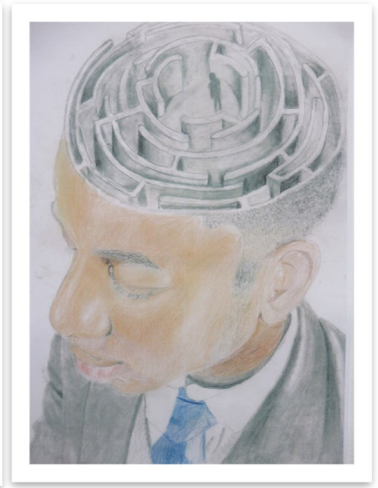
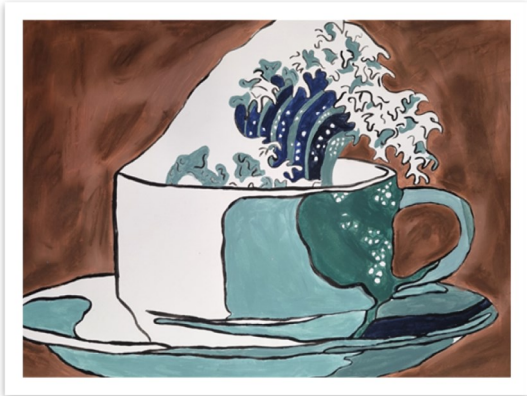
Examples of outstanding Year 10 practice, inspired by the Pop Artist Jason Mecier. He creates



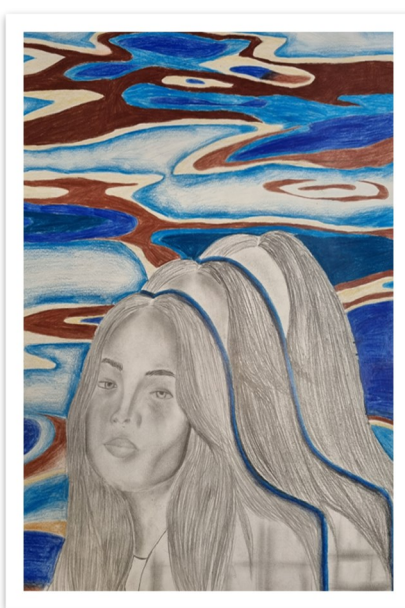
Year 10 GCSE Art: All Saints Mosaic Mural



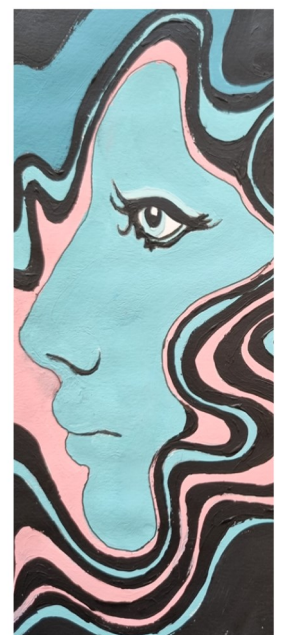
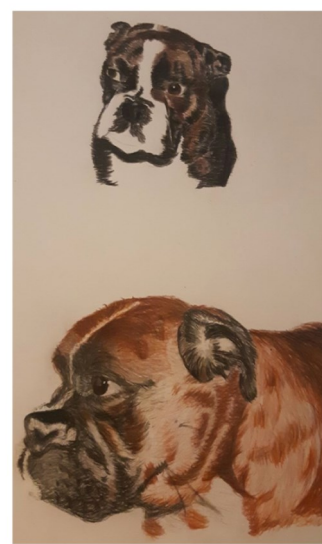
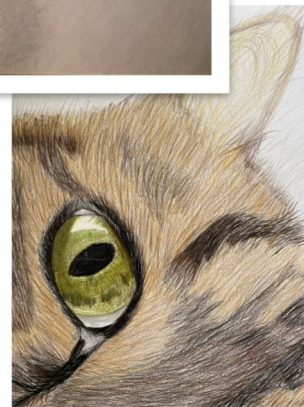
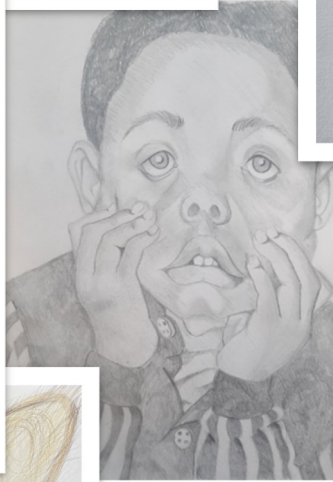
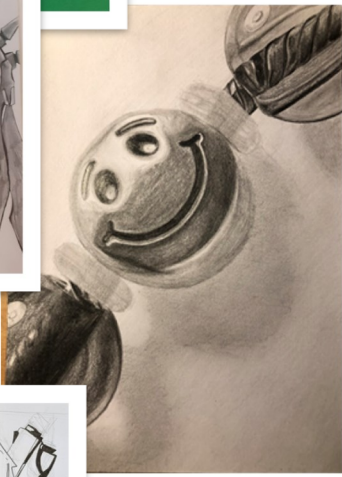
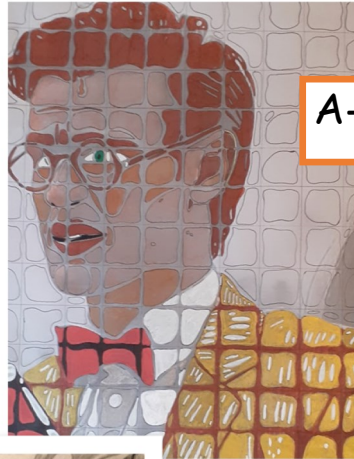
Year 11 GCSE Art: Exam outcomes



Examples of outstanding GCSE practice, in response to the themes; Water, Fantastic and Strange, Food and The Human Condition



A-Level Art



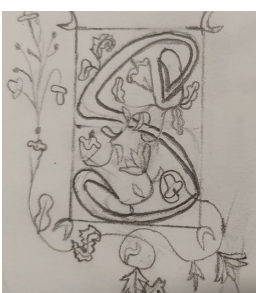
An example of A Level mark-making experimentation with collaged materials, ink and Acrylic paint.



The second part of this term the Year 8's have been exploring the theme of 'Illustrated Letters'

This has provided the opportunity to explore how illustrated letters mix two very important parts of illustration: drawing and type.

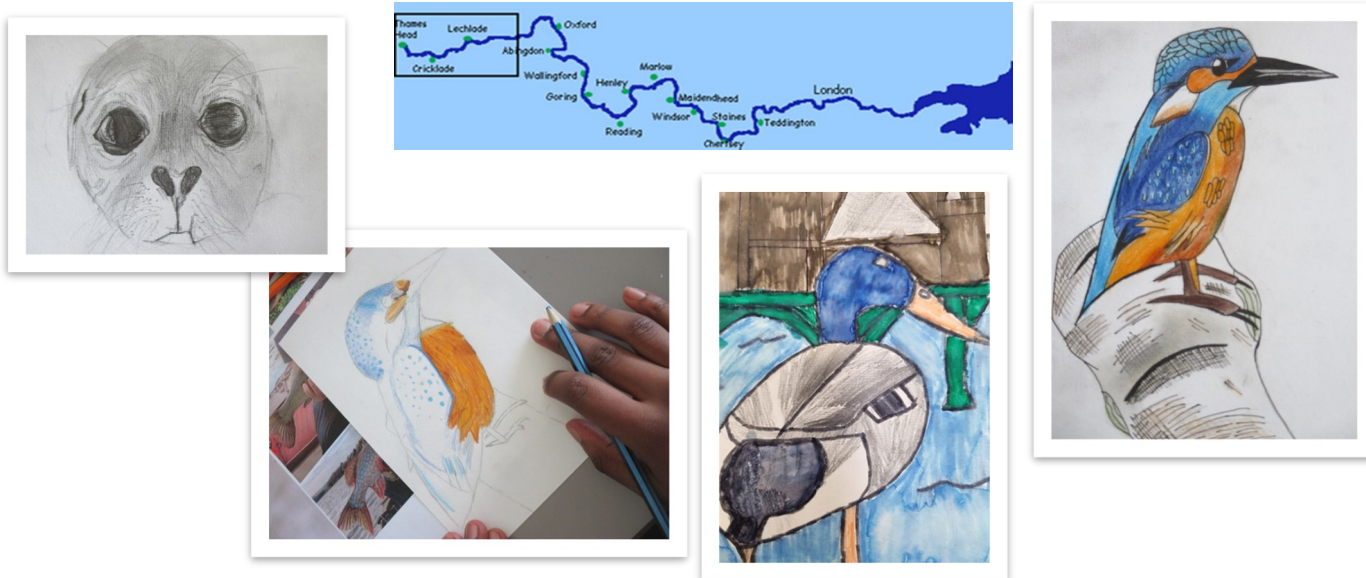
Students have been busy creating their own pictorial letters; using bold colours and shapes.



Year 9 Rivers of the World

The second part of this term, the Year 9's are embarking on an amazing collaboration with the Arts Council exploring the theme of 'Rivers of the World'.

Our Art Students are focusing on The River Thames, a rich and vibrant river which flows not too far from our shores in Dag-



We have gone viral, it all started with just one post on our School Twitter account.



FAO: All Saints Catholic School

Please find enclosed a copy of 'The Lost Words' by Robert Macfarlane and Jackie Morris. This book was created in response to the removal of nature words such as "acorn", "bluebell", "kingfisher" and "wren" - from a widely used children's dictionary. However, since its publication in 2017 it has served as a focal point for young people and communities to celebrate the natural world.

Having recently seen the amazing work of your Year 9 Art Students who are focussing on The River Thames, I felt that this book would be a useful addition to the school's resources. The ethos behind The Lost Words inspired me to take a more active role in shaping, improving and engaging people with the parks and open spaces in Barking and Dagenham. I hope that it will do the same for your students.

Each acrostic poem is centred on one of the words removed from the children's dictionary, and they are accompanied by beautiful and enchanting artwork. The poems have come to be known as 'spells' as they conjure images of their subject and have the power to summon back these creatures and plants into our lives. The best part is that nearly all the subjects found in the book can be found right here in Dagenham!

I hope this is of use. To paraphrase Sir David Attenborough; 'No one will protect what they don't care about; and no one will care about what they have never experienced.' Sharing the wonders of the natural world with the next generation through education is the key to saving our planet.

Kindest regards

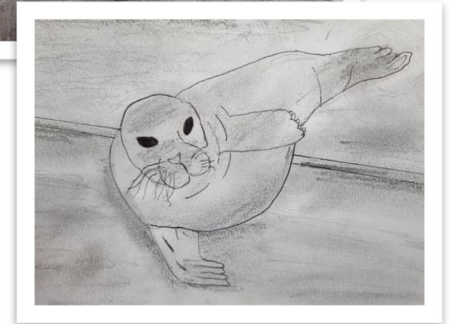
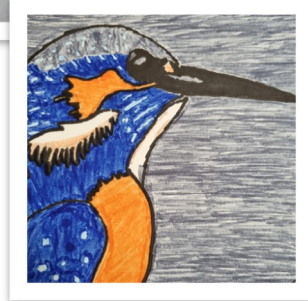
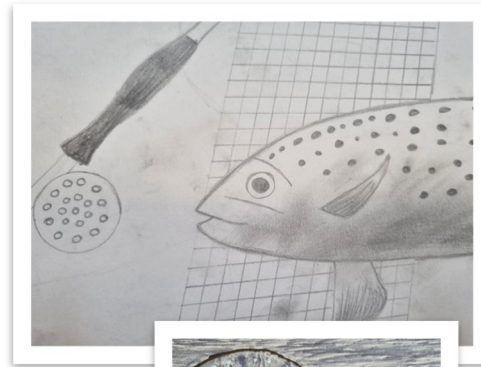
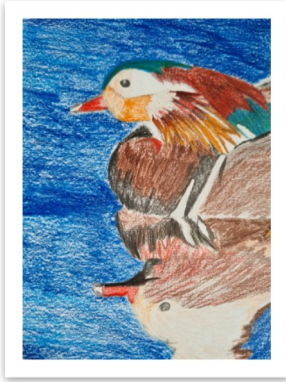
Clr Andrew Achilleos
Member Champion for Climate Change
London Borough of Barking and Dagenham
andrew.achilleos@lbbd.gov.uk



All Saints CSch @allsaints... · 22 Jun

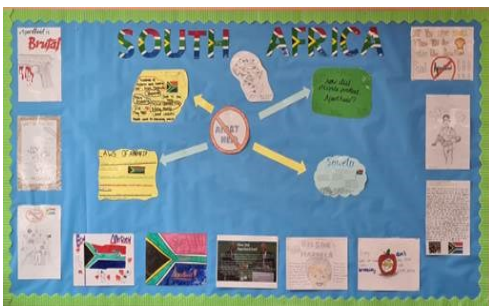
Thank you again from all in the art department @AndyAchilleos there is more inspired work to share and a lot more to come thanks to your gift





H

HISTORY



In Year 8 students have been examining Apartheid – what it was, how people protested it and the impact Nelson Mandela had. They then used this information to produce the following display:

Students worked extremely hard on this, producing anti-Apartheid posters and examining how both those in South-Africa and around the world protested against it. This follows on from their scheme of work on the fight for freedom and civil rights in America, where they produced some of the below amazing work:



Furthermore Y12 students have been focusing on a working revision board in History to aid their studies. They have found this useful in re-capping what they have done so far.

In year 9, students this year produced Holocaust projects remembering those who lost their lives in the Holocaust. Emily Brown (see below) decided to make her project, which is absolutely fantastic.



Our shining star in Y7 is Samantha Davis-Emokpae who has produced a lot of extracurricular work on various topics. Here she is standing with her work on Mali/ Benin, in front of our display on powerful women throughout History – a new unit we have introduced in year 9.



Finally Y7 have been studying the Empire's of Mali and Benin, and with their fantastic work, proved Trevor Roper wrong. Trevor Roper was a historian who stated in 1963, *'Perhaps in the future there is only the history of Europeans in Africa. The rest is darkness, and darkness is not the subject of history.'*

Students have then studied both Empire's and worked with evidence to prove him wrong.

Overall it has been a great year in History – lots of fantastic work produced by students.

Well done all.

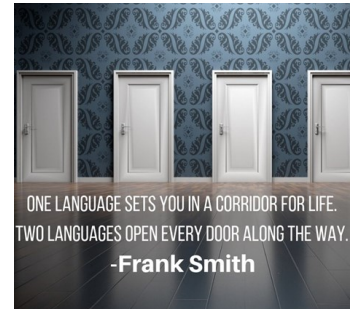


Hola everyone! Bonjour! You are probably trying to figure out an answer for the big key question:

Why study languages at A-Level? Believe it or not, we are all surrounded by languages as we live in a multilingual global society. Languages are used in several different situations such as at work, on holidays, media, day to day life and others. Choosing languages at A-Level would be a great decision if you want an exciting subject that gives you a variety of career possibilities and that can be combined with other subjects such as: economics, business, international law, media, education, tourism, international relations and many more.

To those students that have chosen the A-Level Spanish which will commence in September, it would be ideal if you started preparing during the summer. The best way to develop yourself is by ensuring you have a firm understanding of the language and skills you have used at GCSE. You could do this by doing the following:

1. Have a look at Spanish TV channel websites, Spanish Films & TV Shows
2. Listen to Spanish music & Podcasts
3. Read newspapers & magazines
4. Use online dictionaries
5. Practice grammar with online websites and apps for resources and exercises



How to prepare for Spanish A-Level?

Resources

1) Spanish TV Channel Websites

- <https://www.rtve.es/alacarta/>
- <https://www.antena3.com/>



Films & TV Shows

- Netflix
- Amazon Prime
- BBC2's Race Across the World: Series 2 – Set of series of a group of people that travel to different South American countries



2) Music

- <https://lyricstraining.com/> - Sign up for access to a game with Spanish songs. You can choose the language, choose the song, choose the level and fill in the gaps in the lyrics.
- <https://www.youtube.com/>



3) Newspapers & magazines

- <https://elpais.com/>
- <https://www.bbc.com/mundo>
- <https://primerasnoticias.com/>

4) Online dictionary

- <https://www.wordreference.com/>



5) Grammar & vocabulary

- <https://www.languagesonline.org.uk/Hotpotatoes/index.html>
- <https://studyspanish.com/grammar>

Free Apps:

- Duolingo
- Busuu



In order to motivate our students and make learning more engaging in the MFL classroom, as a department we have focussed on developing students' cultural experiences in Y8 through starter activities on art and paintings. Culture in MFL has taken a centre stage as we want our students to leave us as rounded individuals and learn beyond their horizon.



The art pieces chosen allow students to familiarise themselves with French artists and African Francophone artists to whom our students can relate and take inspiration from. It echoes diversity in the subject and how students can use language to present their opinion on each painting in French. This is a skill that we, as a team, are building from KS3 to allow an easy transition into KS4.

Y8 students have been working on selected paintings around the Francophone world. Artists were chosen from France, Cameroon, the Ivory Coast, Mauritius and Algeria. We wanted to diversify the French speaking countries to give our students a better understanding of the importance of culture and heritage.

This activity gave the opportunity to use complex language and justifications to write opinions on cultural topics. The students loved working on art and be able to give their opinions, their work has been used as a display in the classroom to recognise their success and contribution.

French Classroom Display of Student Work



A mon avis, je pense que le tableau *"Les Femmes d'Alger"* d'Auguste Renoir est très beau et intéressant. Cependant, ce qui m'intéresse, c'est que il y a beaucoup de couleurs. - Nissa

Je pense que le tableau *"Le Flûtiste"* d'Angu Walters est plutôt ennuyeux. Etant donné que il y a trop couleurs. - André

Je pense que le tableau *"Le Flûtiste"* d'Angu Walters est intéressant car je pense que c'est vraiment beau. J'aime sa robe blanche car c'est très intéressant. Ce qui m'intéresse aussi il y a des fleurs. - Kevin

Je pense que le tableau *"Water Lilies"* fait par l'artiste le plus célèbre dans la culture française est très joli et intéressant parce que se voit fleurs bleu. - Kevin

Je pense que le tableau *"Sans Titre"* d'Abdoulaye Diarrassouba est très intéressant car je pense que c'est vraiment étrange. Etant donné que abstrait. Cependant j'aime ce tableau parce que c'est intéressant et j'aime les titres des arts sur le tableau. - Kevin

Qu'est-ce que tu penses du tableau?



GCSE Drama – Component One

The Drama team are pleased to report that, after much hard work, and whilst dealing with all the difficulties surrounding COVID, our two year 11 classes have just performed a very strong set of Devised Theatre performances which will make up 40% of their grade in the summer. Themes tackled and addressed in these diverse and contemporary performances included racism throughout history, the Holocaust, life and death and alcoholism to name but a few. Our studies continue with our students preparing scripted examination performances – we wish them well in their future endeavours.



All Saints Drama Students represent @



Students from our GCSE Drama classes gave up some of their free time to create a bespoke performance for the 2021 Barking & Dagenham 'Inspire Festival'. This year's online digital Festival has the innovative theme 'Bounce Back', and our students created some fantastic work centred around the emotions and sense of journey that we have all felt as we re-emerge into a new, changed world following the COVID19 Lockdown. Look out on our socials for links to the festival, launching soon, to see the piece for yourself!



All Saints Catholic School – Performing Arts Production 2022

Sneak Peek



We were incredibly lucky to be able to perform our 2021 production of 'Sister Act' just before Lock-down restrictions came into force in March of last year – and our thoughts now turn to 2022. I can hint that the Musical will be full of 'Revoltin' Children' following the 'Smell of Rebellion'. But they must be careful not to get caught by the terrifying teacher who carries the clanking keys to the Chokey...

We'll see you in 2022!

RESTORE THE MUSIC UK

The power of Music at All Saints

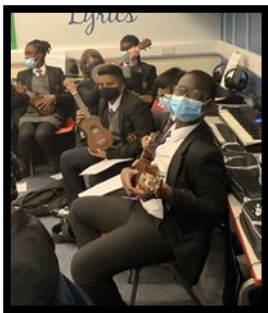
During Lockdown, we were very fortunate to be successful in receiving a bid from 'Restore the Music', a charity whose aim is to empower young people to play practical instruments – and since the arrival of our new instruments, there has been such a positive energy around the Music Centre in All Saints.

There is a renewed energy and buzz around the subject as students get to play a diverse range of instruments, with a smile on every student's face. When opening our new keyboards, one student commented "It's like Christmas!"

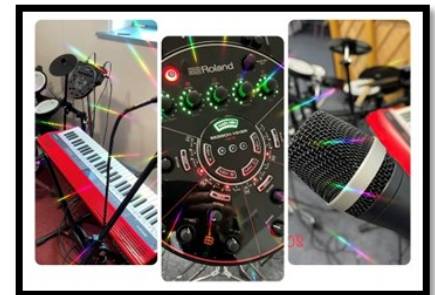


Our year 8's got to perform with a new, authentic set of Djembe drums. They were the most excited about these as they were learning the theory behind African drumming techniques and they could then put those rhythms into action and deepen their understanding.

Students have also been able to play their own individual Ukulele, and it has been brilliant to equip students with basic guitar knowledge, resulting in some very soothing and often, very funky, ukulele performances!



Year 9's have been enjoying the luxury and freedom of our new Silent keyboard, bass and microphones/headphones. Students have the chance to create a complete pop song as a self sufficient band. The number of students opting for GCSE Music are increasing as a response to the new practical direction of lessons, and we cannot wait to continue to grow in 2022!



Work Skills

Well done to all work skills students for continuing to build their employability skills through the creation of their coursework. This year students have been exploring the role of health and safety within the workplace and the impact this has on them as an employee. In addition,

students have been looking at how they can prepare for the process of looking for and applying for suitable job roles.

Your teachers are proud of you and the efforts you have shown.

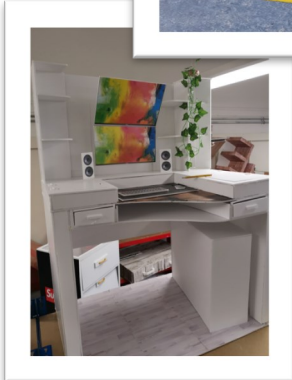
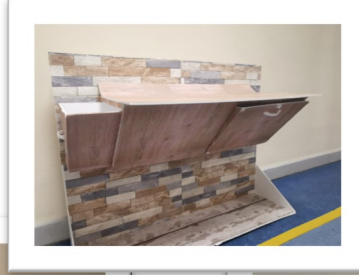
Keep working hard.



TECHNOLOGY



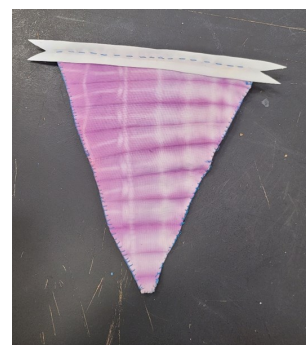
Congratulations to the pupils in years 11 and 13 for completing their NEA during such a difficult Year, we moved away from the traditional methods of wood construction and moved to more prototyping of ideas. Even with these changes the pupils have really done well and produced some amazing outcomes. It has been a pleasure teaching you all

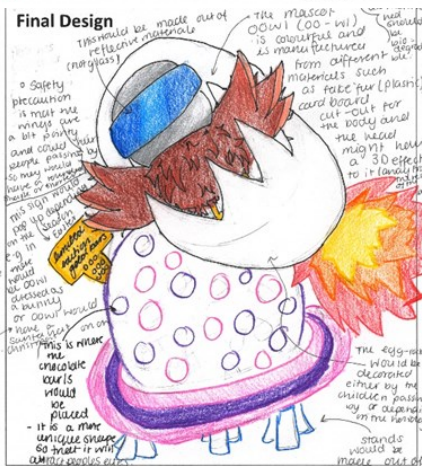
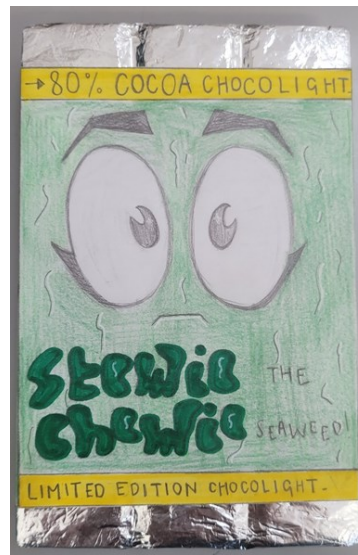
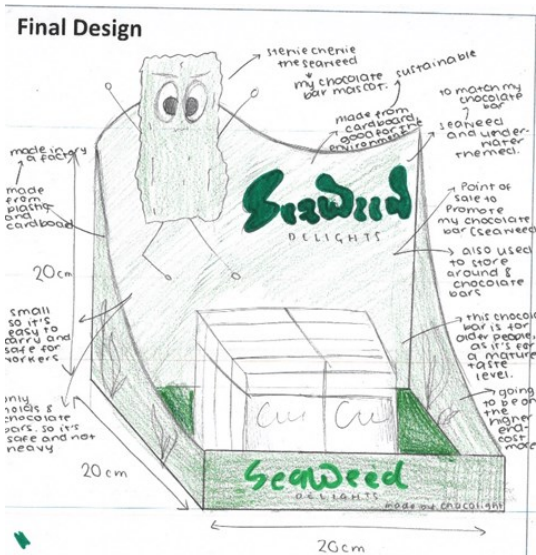


Ks3 in Design and Technology

This term students have been able to begin to explore more of the practical side of Technology again and have been creating physical outcomes for their design ideas that they have been working really hard on since Easter. Year 7 have been exploring the idea of 3D Design and have been creating some extremely creative billboards for some of their favourite past times such as Theatre, Music and film. Year 8 have been working on their sewing skills and have created their own British bunting using cotton and tie-and-dye. Year 9 have been producing chocolate bars for Willy Wonka himself as well as the advertisement stands to go with them.

The time and effort that Ks3 student have put into Technology this term has been phenomenal and we can't wait to see their final products come to life over the last few weeks!





The Language Magazines have arrived!!!



The MFL Department always encourage students to read in either French or Spanish as it is a fantastic way to improve their language skills. They can see the words they have studied in context, and it helps them to memorise them. It is also a fun way to learn new expressions and practise their listening skills thanks to some online activities.

Every academic year, you can sign up for it and receive five different magazines throughout the year, make sure you sign up for it in September .





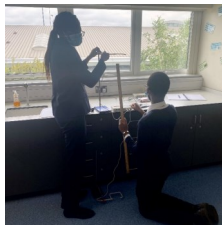
Year 12 A Level Biology have been busy catching up on some of the required practicals they need to complete during the course. They have investigated how different alcohol concentrations affect the amount of pigment that leaked out from beetroot and got to use a colorimeter. On the theme of food, we also simulated the mark, release, recapture method to estimate an animal population size. No animals were used in the process – instead we used smarties and M&Ms (far more tasty!) Finally a heart dissection was carried out to identify the main structures found within the heart. We were very impressed with how un-squeamish the group was – we must have some budding cardiologists in the group!



Year 12 students have worked very hard and have shown great enthusiasm in their practical by making their own standard solutions of Sodium Hydrogen Carbonate. They have also prepared their own Tollens Reagent to distinguish between unknown samples of Aldehydes and Ketones. They have also prepared the Aldehyde by using simple distillation. The colour changes have helped them understand transition metal complexes and appreciate the use of these techniques in chemistry that is used in the workplace.



It has been a great term in the Physics department. It started with a focus on the assessments for teacher assessed grades and then moved onto the practical skills requirements for the A Level. Year 12 have planned and carried out experiments to prove theories and collect valid data to make analyse and evaluate.

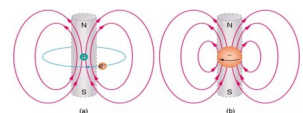


Teamwork has been a key skill as the students work together to use new equipment to find the value of the acceleration due to gravity. They have looked at the factors affecting an object in circular motion.

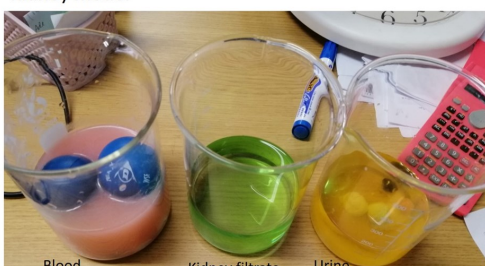


KS4:

The **combined science** students did an outstanding job of researching how the number of coils on electromagnets affects their strength.



Kidney model



Blood Kidney filtrate Urine

Triple students:

The triple science students performed an outstanding activity in which they used a model to help understand the function of the kidney. It explains what happens to important particles as blood enters the kidneys by moving particles from one beaker to the next.

KS3 Science

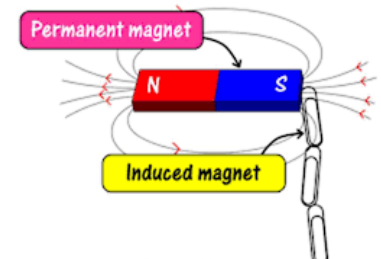
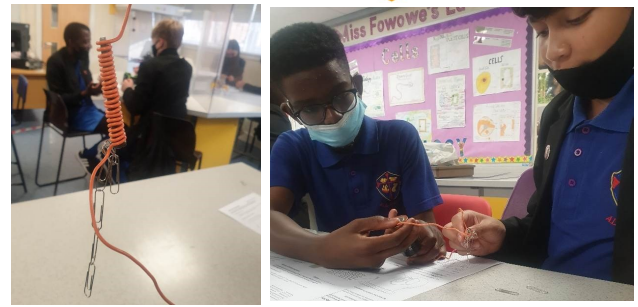
This term, students have been studying magnets and electromagnets.

Miss Fowowe's group made simple electromagnets last week and showed how paper clips can become induced magnets when placed in the magnetic field of the electromagnet.

They also investigated how to increase the strength of the electromagnet by increasing the voltage supplied, adding an iron core and coiling the wire and seeing how it affected how many paperclips could be picked up.

How to make a simple induced magnet

When a piece of unmagnetised magnetic material (e.g. iron or steel) touches or is brought near to the pole of a permanent magnet, it becomes a magnet itself. The magnetism is **induced**. You can easily recreate this at home with a magnet and a few paper clips. Gently stroke a paperclip in one direction (e.g. from left to right only) for a few minutes. Then use that paper clip to pick up another paper clip. You have created an induced magnet! Give it a try!



We have bid farewell and said well done to our outgoing YR13 students who have had the most challenging two years of study but really rose to the challenge and over the course, matured and focussed on not only acquiring the best grades they could, but on applying their learning to the world around them – I am sure you will agree that there is perhaps no better time to engage with politics when our decisions literally have life or death consequences. **We wish them all good luck and look forward to inviting them back in as our alumni!**

Of course, we have also welcomed our new YR12 students who have now studied how politics works in the UK and studied the core ideas of Socialism, Conservatism, Liberalism and Nationalism. They have also overcome periods of working online but really embraced the course and thankfully, enjoyed the enriching experiences of having our two local MPs visit them for lengthy debate and Q&A sessions; **thank you Jon Cruddas MP and Dame Margaret Hodge MP** for giving your time so generously and for your invitations to visit you in the House of Commons.

Our current YR12 have been offered **free places at the prestigious Chatham House Summer School** so they can further their understanding of international relations and human rights and our YR11 going in to 12 also have Politics 'Starter for 12' tasks to complete to usher them in to their future immersion in the world of Politics. Myself and Miss Almond look forward to September and recharging our political batteries and wish all our students and their families well.



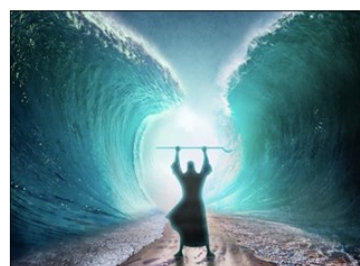


Judaism Year 7 Judaism – Learning about Jewish beliefs and practices

This term our year 7s have been studying Judaism. It has been a real pleasure to see with how much enthusiasm and passion they have explored practices and rituals of a different religion. We have been focusing on differences and similarities between Christianity and Judaism, and I have been really impressed about how inquisitive their young minds can be. My students have particularly enjoyed learning about the Hebrew Scriptures, the story of Moses, festivals (Pesach and Hanukkah) and different Jewish denominations. We are blessed to have such extraordinary students so willing to know about different religions and cultures and aware of the importance of embracing diversity. Well done year 7s!

These are some comments from the pupils:

- The Ten Commandments teach the Jewish people how to be respectful, how to be a better person and a follower of their God. I find Judaism a VERY interesting religion and I also think that it is very fun to study and learn about! **Amyra**
- I think that it is important to learn about other religions in order to understand different traditions and cultures. This will help us to respect diversity and know more about who they are and what they do. **Benjamin**
- I think this was important to learn because, if perhaps I was invited to a Jewish party, I would know what it is going to be like and what will happen. **Stephanie**
- I found it all really interesting! I also had no idea that there were several types of Jews, called Orthodox, Liberal and Reform. It is really interesting to know that depending on their group they will have different ways of doing things. **Amelia**
- The Tanakh is the Hebrew Bible, which is so special that it cannot be touched by any persons and is situated on an ark in the Jewish temple. The service is delivered in synagogues during Shabbat by a rabbi (teacher). **Riley**



Year 10 Chapel Lessons – Learning about Catholic Features of Worship

At the beginning of the Summer term we were able to take our Year 10 classes to our School Chapel so they could learn about the features of the Catholic Church & sacred objects. Under normal circumstances we could have arranged a trip to our local Catholic Church, but like most things this year Covid restrictions meant trips could not go ahead. We are blessed at All Saints to have a beautiful Chapel which we were able to use to enhance our students learning for their GCSE Catholic Christianity study of Forms of Expression and Ways of Life. God willing in the future we can start worshipping and using the Chapel once again to enhance our student's spiritual wellbeing.

This is what our Year 10 students thought of this opportunity during these unprecedented times:

- I enjoyed the lesson in the Chapel it was different to our ordinary lessons and therefore more enjoyable because we were physically able to see and experience the features of the chapel. **Tiana**
- I enjoyed learning about features of the chapel on my visit there and I believe the informative lesson to accompany the visit enhanced my learning. I would definitely go again. **Pearson**
- Our visit to the Chapel was enjoyable and informative as Mrs Webb went over the Catholic features and sacred objects which we have to learn about on the specification. **George**
- Due to Covid, we haven't been able to have a whole school mass which is a shame. However, we were able to go into the chapel which was nice to feel the presence of God. As well as learn about sacred vessels, holy objects and listen to music used for worship. **Josephine & Merrilyn**



The last half term year 9 have been learning about Religion in Society. The topics that they have been investigating is on how followers adapt their religion into society. We have explored topics such as Circumcision VS infant Baptism, religious clothing for Muslim women, Race, Catholic Social Reaching and Food.

These topics have created a buzz within RE and have got the students debating. They were able to demonstrate how to argue showing RUAH to one another and having their evidence (SOWA) to support their argument. This opened many of their eyes, in particular to the food topic. Now **WE** all love to eat. Going through how different religious people follow food laws, a lot of the year 9s could not see themselves giving up their favourite meal. However, it did make them think about how they should eat healthier and add more veg, not only for themselves but for the environment. As they found out that cows are the 3rd biggest greenhouse gas emitter in the world. They explored the benefits of becoming a vegetarian.

Some quotes from students: "it must be really hard to go out with friends; all of my friends love to eat."

"I can never be a vegan, but I will be more cautious of what I eat and how to become friendlier to the environment."

If we had our own country, we would be the third-biggest greenhouse gas emitter in the world.



Young Scholars tuition

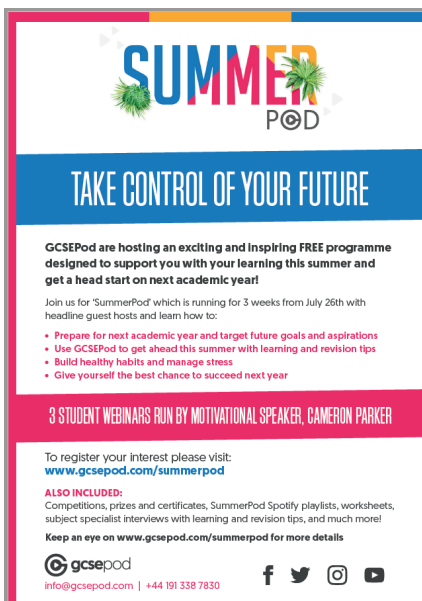
Year 9, 10 and 11 students have been participating in the Young Scholars programme, receiving a series of tuition sessions to boost their academic progress. During the weekly lessons tutors commended the students' hard work, willingness to learn and commitment. Most students improved their results by at least one grade.



UCL Scholars



UCL Scholars is a literacy skills programme being run in partnership with the National Literacy Trust (NLT). There are over 100 Year 9 pupils from across the country taking part in Scholars, with 33 year 9s coming from All Saints School. Students participated in a range of challenging and engaging activities on the programme, developing confidence, skills in reading, writing, speaking & listening and increase students' knowledge & understanding of higher education.

SUMMER
POD

TAKE CONTROL OF YOUR FUTURE

GCSEPod are hosting an exciting and inspiring FREE programme designed to support you with your learning this summer and get a head start on next academic year!

Join us for 'SummerPod' which is running for 3 weeks from July 26th with headline guest hosts and learn how to:



- Prepare for next academic year and target future goals and aspirations
- Use GCSEPod to get ahead this summer with learning and revision tips
- Build healthy habits and manage stress
- Give yourself the best chance to succeed next year

3 STUDENT WEBINARS RUN BY MOTIVATIONAL SPEAKER, CAMERON PARKER

To register your interest please visit:
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ALSO INCLUDED:
Competitions, prizes and certificates, SummerPod Spotify playlists, worksheets, subject specialist interviews with learning and revision tips, and much more!

Keep an eye on www.gcsepod.com/summerpod for more details

 
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SUMMER
POD

FREE LEARNING FESTIVAL

GCSEPod are hosting an exciting and inspiring FREE programme designed to support you and your child with learning this summer!

Join GCSEPod this summer for SummerPod!

From July 26th parents and carers are invited to attend a series of 3 webinars with headline guest hosts, covering topics like:

- What is a GCSE/GCSE, how do I find out what my child should be learning and what does a grade really mean?
- How to motivate and avoid distractions
- How to build a healthy routine at home
- Understanding the pressures your child might be experiencing

3 STUDENT WEBINARS RUN BY MOTIVATIONAL SPEAKER, CAMERON PARKER

To register your interest please visit:
www.gcsepod.com/summerpod

ALSO INCLUDED:
You will also have access to exclusive podcasts, worksheets, subject specialist interviews and much more!

Keep an eye on www.gcsepod.com/summerpod for more details

 
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SUMMER
POD

JOIN GCSEPOD THIS SUMMER FOR SUMMERPOD. A FUN PROGRAM TO HELP YOU PREPARE AND GET AHEAD FOR NEXT ACADEMIC YEAR!

Visit www.gcsepod.com/summerpod and register today!

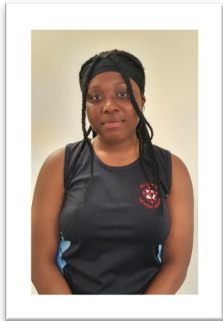
 
info@gcsepod.com | +44 191 338 7830



This term the year 9 CAMNAT students have been developing their coaching and leadership skills. They have been working hard in lessons, building their confidence and leading sessions for their peers. They have also had the opportunity to take part in workshops run by SportInspired, building and in depth knowledge of how to make sessions fun and engaging. They have impressed so much that they have been asked to coach at a local primary event.



Congratulations to Victory in year 9 who represented Barking and Dagenham at the Essex athletics competition in Chelmsford. Victory trains weekly at Jim Peters stadium and is a dedicated athlete, she put in an very impressive performance finishing third in her heat against some very strong competition. Well done we are all very proud.



Extra curricular sports have finally come back with year groups participating in their bubbles once a week. A variety of sports have been played with great use of our new volleyball equipment, being used both inside and outside. The PE department have loved seeing so many faces enjoying participating in the clubs.



SPORTS DAY

Annual Sports Days saw the Metropolitan Police Task Force Team attend and compete in some events although All Saints students beat them in most!
 A couple of great days had by students and staff with some great performances
 All students participated for their house in tug of war, sprinting and sack races. The atmosphere was great showing RUAH at its best with supporting team mates, cheering performances and enjoying being involved in a fun day.



Year
7



Year
9



Year
8



Year
10



STEMbotics at All Saints

All the year 8 students took part on Wednesday 30th of June to a STEMbotics day promoting Computer Science as a fun, challenging subject with amazing career prospects and increasing the student's awareness on the environmental impacts of e-waste and digital devices.

Our Year 8 cohort had the chance to test their coding and problem-solving skills by programming a LEGO EV3 robot along a space themed course.

The best top eight teams of coders competed in the finals with the winning team being from 8A: Jack D, Quincy J and Harry S and the runners up from 8B: Louis L, Niya G, Rosaleen P and Tanish V.

The event ended with a drone dance display with two of our students from 8H Dan C and Gasper G impressing the audience with their coding skills.

Well done to all our Year 8 students for their engagement and respectful behaviour displayed throughout the day.

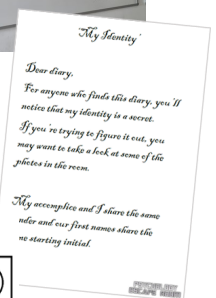
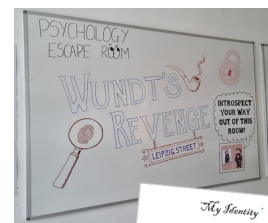


Social Sciences Department

This week, the Year 12 Psychology students took part in a psychology escape room "Wundt's Revenge". Each team of students were given the same instructions and the same jumbled up clues around the classroom to try and find the 4 digit code needed to "escape" the room.

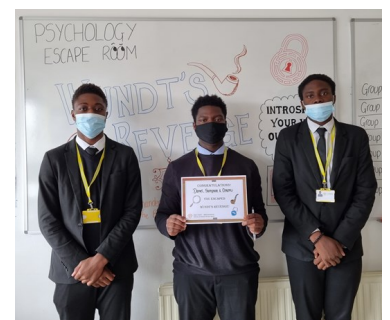
The students had a fantastic time using the knowledge they had learned over this past year in Psychology to uncover clues for several questions before trying to find the final code.

Daniel, Sampson and Osamu were the fastest group to "escape" and proudly displayed their winning certificate. Well done guys!



Write the combination in the box

1	2	3	4



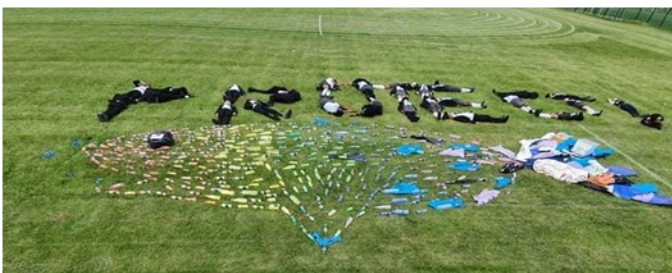
Geography

This year has seen students continue to make excellent progress in Geography, despite the lockdowns and other changes we have experienced. Year 7 have recently been studying Geology, examine how our earth has formed. Year 8 have completed studying rivers and are now examining biomes and Year 9 are finding out about our extreme weather, just like our recent tornado in Barking. A huge well done to Szymon in 8C for his map of Europe, it is a fantastic piece of work. Students have been using our new department laptops, taking advantage of the huge amount of digital resources available for Geography. We hope to be able to bring back the GCSE Geography trips in the next academic year, so watch this space! Our A level Geographers have now started their Non-Examined Assessment, in which they can chose to study a topic linked to the exam in detail and produce a project about their findings. A great opportunity to apply different geographical theories to reality.



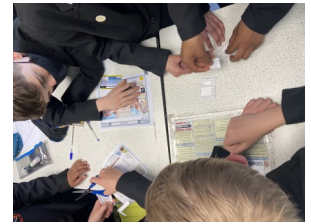
Eco-School

Even though the pandemic has slowed our progress, our Eco-warriors have been busy making plans to make our school environment a more sustainable place. This year, we have received the Silver Award from Eco-Schools for our efforts to inform people about the importance of sustainability. This involved many projects throughout the year. Our dedicated year 12s, Lily, Joshua, William, and Henry have led many projects across the school including: World Oceans Day and London Climate Action Week. 8M and 7H have been looking after our local community, participating in both The Great British Spring Clean and Earth Day. Thank you to our Business and MFL Departments who carried out sustainability projects earlier in the year. We want to continue our efforts to inform our students and staff on the importance of sustainability and climate change. The Eco-Warriors want to reduce waste, litter, and to Improve biodiversity around the school. The Eco-Warriors would like to thank everyone who has assisted them in their efforts to make our school a more sustainable place. *"Protect our Planet, Protect our Future."*





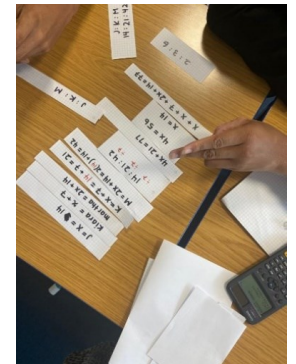
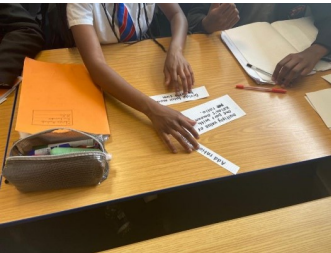
Numeracy at All Saints this year has taken on a range of verities! We had online puzzles and challenges to keep your skills sharp during virtual learning. We fine-tuned our numeracy skills during form time with challenges and mental maths work every week! Fun and engaging apps and books were suggested for you to dive into. In person, we had drop down sessions where pupils tried to "Escape the Room" working with financial literacy challenges! On National Numeracy Day, we discussed the importance of numeracy in our lives and where top careers use these skills! Numeracy is everywhere, you just need to keep your eyes peeled!



Let's talk Maths!

Year 8 students had a fantastic opportunity to put their literacy skills to the test in maths! We know it is easy for students to get carried away with calculations but it is essential that they can explain these concepts in words.

This term, Year 8 students were given word and algebra puzzles for solving equations and other maths topics in order to improve their understanding as well as helping each other – a missed opportunity during lockdown! Students who solved the problems the quickest or could give full explanations to their peers were awarded maths merits!



A Level Philosophy and Ethics

Our students have worked exceptionally well this year, especially with another lockdown at the beginning of 2021. Have a read about what they have been studying most recently in the different areas of study:

Ethics

This year our A Level students have been studying the four normative ethical theories that they will use throughout their course: Natural Law, Kant, Situation Ethics and Utilitarianism. Next year students can look forward to applying the ethical theories that they have learnt to: business ethics, Euthanasia, Meta Ethics and conscience. Most recently we have been looking at utilitarianism, Jeremy Bentham and his Hedonic Calculus and deciding if the needs of the majority outweigh the needs of the minority. We have been using thought experiments to help us work out what our views may be and why. We have also been considering if changing the situation, changes our decision and what factors need to be considered. Do you think you can quantify how much pleasure or pain you can get from a situation?

Have a go at this thought experiment:

A train is moving along a track and in front there are two different tracks. The left track has one person on it, the right track has five people on it. The train cannot stop. You have control over which direction the train goes – it can only go left or right. If the train goes left, it ends the life of one person. If the train goes right, it ends the life of five people. You have the lever that controls the direction of the train – what do you do and why?

Philosophy

Year 12 Philosophy students have been studying Religious Experience recently. They have explored a wide range of experiences encompassing those recorded in the Bible together with more contemporary experiences today. The findings of William James form a key feature of our studies including the opportunity to reflect upon religious experiences students may have had or testimonies they may have heard from friends and family. The big question for our young philosophers is to decipher the extent to which religious experiences can offer proof of God's existence either for the recipient of the experience or for those who hear their testimonies. Richard Swinburne's Principles of Credulity and Testimony are considered here. Those who challenge the validity of religious experiences may do so on psychological, physiological or sociological grounds and the task of our students is to evaluate and analyse these challenges. In the course of our study we have held a silent debate and concluded this topic with an essay question entitled, "How satisfactory is religious experience as a proof of the existence of God?". It was interesting to note that the conclusions drawn and supported covered the full spectrum



FOOD TECHNOLOGY



Here are some amazing dishes created by Key stage 4 students this year. It has been an odd year, due to covid the whole class has not been able to cook in the one session but have been split into groups. As can be seen from these amazing photos the student have persevered and developed their practical skills and produced fantastic finished dishes.

The Rights Respecting Schools Award is underpinned by the principles of the Convention on the Rights of the Child and aims to help children grow into confident, caring and responsible citizens both within school and the wider community. Started in 1989 when governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC). The aim of the convention is to recognise that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate.

All Saints School is proud to be a UNICEF's 'Rights Respecting School' having achieved the Bronze: Rights Committed award in October 2020. Which means:

- We have introduced the RRSA Three Strands into the school community
- Our school's senior leadership team (SLT) understands what is involved in the Award and is committed to embarking on the UNICEF UK rights respecting journey
- The right foundations are in place for your school's journey to the second stage of the Award, Silver: Rights Aware

We now aim to achieve the Silver Award during the next academic year and embark on the Gold award to celebrate the principles of the convention being embedded into the ethos of our school and daily school life.

Please check the school website for the full list of conventions.

The Praise and Raise doesn't stop!

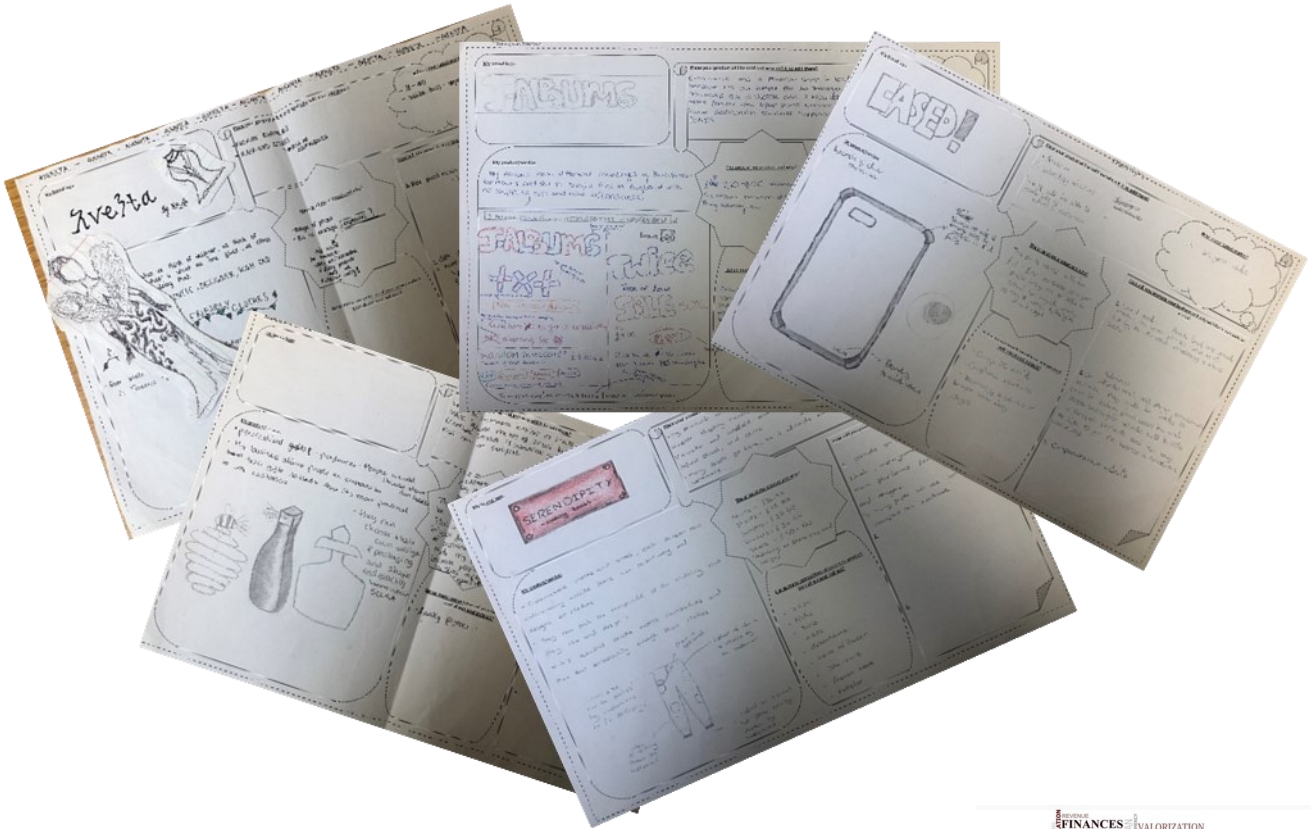
Despite COVID restrictions beyond our control and our inability to send our fantastic pupils in to London for Curiosity Week and to theme parks for their Merit success, we continued to praise and raise all those who have done so well this year. YR7-10 have all enjoyed Pizza Parties and Headteacher Commendations for their academic success and service to the school ethos over the past academic year. We can't wait for the time when we can return to celebrating all their talents to the fullest!



Business Studies

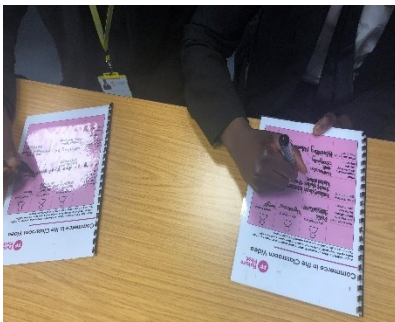
GCSE

This term, year 10 GCSE Business students have come up with ideas for new products or services and have been putting together business plans for a Dragon's Den style project. Before the end of term, they will be presenting their business ideas to their business teachers, who will decide if their product or service is worthy of investment.



A Level

Recently, year 12 Business and Economics students attended a virtual international trade and commerce workshop, hosted by Future First, where they learned about future careers and opportunities available to them once they leave sixth form. They discussed the importance of international trade and looked at key employability skills. Students also heard from three individuals who had careers in international trade and commerce and found out about the routes they took to find their dream jobs. Overall, the student enjoyed the workshop as it made them think about possible careers they did not know existed.





Discipline the Judo Way!

A big change to our Co-Curricular offer here at All Saints is the new offer of a dedicated Judo Club and Self Defence classes.

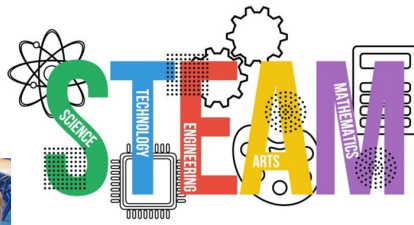
Year 7, 9 and 12 have so far all engaged in Judo and learning self-defence moves and techniques; the physical demands and concentration have been a great way for pupils to get out of their comfort zone and really stretch every element of their being.

Pupils have loved the fact they are taught by Head Coach of Hackney Judo Club, Calvin Walker Hall, a former National Judo Champion and GB Representative.

We can't wait for September to see how this offer develops and opens up for our school community.



Bridge challenge



Challenge

You will be scored on planning, cost control, presentation and team work skills.

- You need to build a stable bridge to support the weight of a food tin.
- This challenge needs to be completed using the equipment provided.
- You will have 80 minutes design and create your bridges.
- Your bridges will then be tested out at the end!



Need extra equipment ?
 Your team must answer STEAM questions correctly.
 Newspaper x2 = Green Question
 Paper plate x1 = Orange Question
 Tape = Red question
 Extra string = Orange and Red question

This particular STEAM challenge involved building a stable bridge to support the weight of a food tin. The pupils had a certain amount of time and equipment.

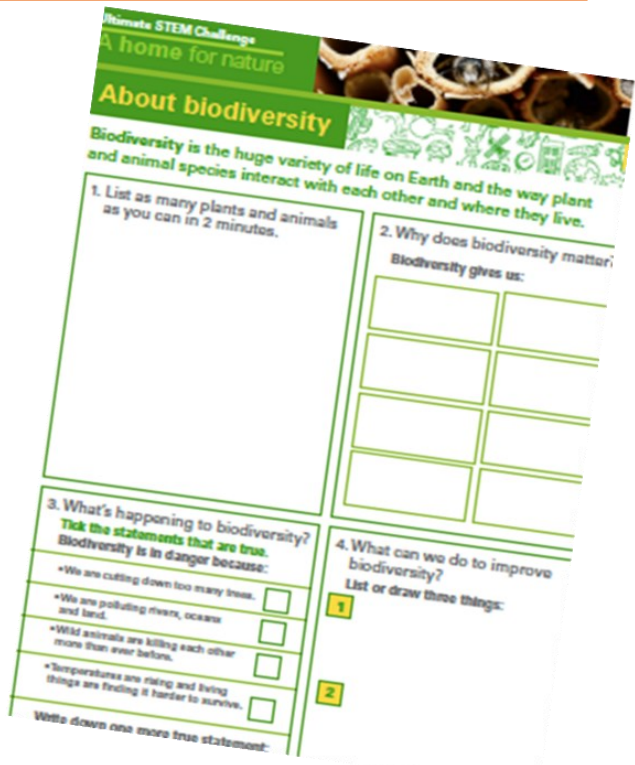
They were scored on planning, cost control, team work skills and presentation. In order for students to earn extra equipment, differentiated STEAM questions were asked. e.g. red/orange questions needed to be answered by the team in order to achieve extra straws/plates.

Marble challenge



Student in year 7 and year 8 participated in the Marble run challenge!

Pupils had to create a run that would keep the marbles going for at least a minute using any equipment they had at home!



A home for nature challenge

The year 9 students to entered 'a home for nature' challenge! Students had to design an amazing wild area that includes natural and technical solutions for improving biodiversity in school grounds, at home or in the community and helps to tackle the decline in our native wildlife.

Curriculum Access & Development Department

What is CADD?

We are a department made up from 14 TAs, 1 HLTA, SEND Teacher and SENDCO. We are the main support system for our SEND students.

What do we do?

We provide support for children with Special Educational Needs whether it be Learning Difficulties, Social Emotional Needs, Visual or Hearing impairment and children with EHCPs.

We work in a nurturing environment where children can feel safe and welcome.

TAs work closely with teaching staff to ensure all needs are met during and after lessons.

TAs duties include; differentiating work, supplying additional resources, assisting with transitions and ensuring all children feel and are safe during their time at school.

This has been a strange and challenging year for all our students, not just those who are with the CAD department. We are so proud of our students with how they have managed and developed during these unprecedented times. We have seen many changes to the school routine, the way classrooms run, to our 'normal' everyday life, but, our students have dealt with these changes exceptionally and they have overcome so much!

Jonathan
Achieved a grade 7 in his French GCSE mock exam!

Jerimiah
never gives up and always had a positive attitude towards learning!

Sonia
Always gives 100% in lessons and always tries her best! Very impressed!

We wish all our students, parents and carers a happy, safe and blessed summer break and look forward to welcoming new students to our department when we come back in September.

"I believe in Christ like I believe in the sun- not because I can see it, but by it I can see everything else." C.S LEWIS



What a Drama!

Year 7

This term our Year 7s have travelled back in time to Liverpool in the 60s with Willy Russell's play Our Day Out. A compelling and comic drama about education in a deprived inner city Liverpool the play deals with inequality and injustice in education and yet explores the joy and liberation that can be experienced on a simple school trip. Students have enjoyed performing this in class, writing creatively and carrying out detailed language analysis. Year 7 are now exploring the wonderful and magical world of Shakespeare's The Tempest.

Year 8

Staying with the inner city theme our Year 8s have been reading the gritty and evocative novel Stone Cold. A homeless boy Link has been driven out of his home and has now ended up on the streets of Camden and is now at the mercy of a deranged ex-army officer who feels it is his duty to "clean up the streets". Year 8 are now in the Victorian age enjoying and studying extracts from the timeless classic novels of Charles Dickens.

Both Year groups have completed their exams and are now eagerly awaiting their results. As we approach the end of term, we wish Years 7 and 8 a relaxing summer holiday and we are providing a few reading recommendations as it is always important to keep up on reading when we have a bit of free time.

The texts are:

The Maze Runner: by James Dashner

Oranges in No Man's Land: by Elizabeth Laird

Friend or Foe: by Michael Morpurgo

Maus by Art Spiegelman (Graphic Novel)

The Princess Bride: by William Goldman

Warhorse: by Michael Morpurgo

