

# WOOTTON ACADEMY TRUST

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Thursday 2nd April 2020

Dear Parents/Carers

## **Free School Meals – Mrs McMenemy**

Today we have sent a letter to families with children who are entitled to Free School Meals with information about the new voucher system the government has introduced during the closure of schools caused by Coronavirus. If your child is eligible for Free School Meals and you have not received a copy of the letter, please let us know. A copy of the letter has been posted on the Trust websites too.

Although I included this information in an earlier newsletter, unfortunately, as the measures to tackle the Coronavirus start to take effect, we are expecting more families to need extra support as some parents and carers income falls.

If you find that your financial circumstances change your child might be eligible for free school meals. Regardless of whether your address is in Bedford Borough, Central Bedfordshire or one of the other local authorities the following link gives details of the eligibility criteria and can also be used to apply for free school meals if your child attends Wootton Academy Trust.

<https://www.bedford.gov.uk/schools-education-and-childcare/education-welfare-service/free-school-meals/>

Bedford Borough will assess whether you meet the necessary criteria and notify the Trust and we will make contact as quickly as possible so that we can provide the earliest support.

## **Wellbeing - information on Wootton Academy Trust websites – Mrs Enser**

Earlier in the week, I indicated we would be uploading information on student and adult wellbeing to our websites, under **Coronavirus Distance Learning**. I am very grateful to our Safeguarding Team who have produced the information. Mrs Enser, Designated Safeguarding Lead commented, *“Coronavirus has plunged the world into uncertainty. The constant news about the pandemic can feel relentless and the prospect of continued social distancing is daunting; however, there is a wealth of resources available for us to support each other and reduce the toll on people’s mental health. We have shared a variety of these resources on the Wootton Upper School and Kimberley College websites. We will update these regularly.”*

## **Numbers of Students in our Schools**

Yesterday **sixty-seven** children of key workers and children identified as vulnerable were in the schools across the Wootton pyramid; we had eight pupils at Wootton Upper School. Today, 64 pupils were in schools with Wootton Upper School having seven pupils. Numbers have been between 60 to 70 children for just over a week now.

A few parents – whose children are eligible to access this provision have told us that they would like to do so. We look forward to welcoming our new arrivals over the Easter holiday.

## **Feedback**

Thank you to all parents/carers who have provided feedback over the last week. In tomorrow’s newsletter we hope to provide a summary of comments we have received and let you know when we will be able to respond to your ideas and suggestions.

## Show My Homework Analysis

<b>Wootton Upper School</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Total School</b>
Logged in within the 24-hour period up to 3pm today	83%	82%	62%	76%
Pupils logged in Monday 30 March up to 3pm today	96%	96%	88%	94%
Not logged in since Thursday 19 March	2%	2%	4%	2%

<b>Kimberley College</b>	<b>Y12</b>	<b>Y13</b>	<b>Total College</b>
Logged in within the 24-hour period up to 3pm today	73%	52%	63%
Pupils logged in Monday 30 March up to 3pm today	93%	92%	93%
Not logged in since Thursday 19 March	1%	0%	0.4%

## Show My Homework Online Submissions – Dr Mackay

A number of parents/carers have asked us for information on how students' work should be submitted to teachers. One of the ways we ask for work to be submitted is through *Show My Homework Online Submissions*. This can be completed using the instructions below. There is also a guide on our website.


### **To submit your work online via the web:**

1. Go to Submit
2. Type a message for your teacher or even your full answer.
3. Attach any files you need to, for example documents, pictures or presentations. You can choose files from your computer, Google Drive or Dropbox.
4. Click Submit assignment to teacher to send it to your teacher of your submission.

If you need to, you can submit more pieces. You can also save your progress as a draft at any time and come back to finish the task later.

### **Alternatively, via the mobile app:**

You can also upload documents and images straight from your mobile device with the Show My Homework App. **There is no "Submit" button here**, but for online submissions, you will see a paperclip next to your comment box.

1. Tap on the paperclip  next to the comment box
2. Select the location for the file, e.g. your picture gallery, a file stored on your phone, Dropbox or Google drive
3. Choose the correct file
4. Tap Upload

Yours sincerely

Michael Gleeson

**Executive Principal**

Wootton Academy Trust

## Celebrating Student's Work

### PSHCE

Mrs Page, PSHCE Co-ordinator sent an email today to ask that we celebrate some lovely thoughts from students regarding the current Coronavirus Lockdown. *"Overall, it shows just how caring and empathetic our students are. Looking out for their neighbours and making sure people are not lonely by texting, phoning and some form of facetime. Overall students are supportive of all the measures that have been put in place and are generally doing their best to help out. They particularly enjoyed clapping for the NHS last Thursday."*

Mrs Page was especially impressed by the contributions of **Tyler Hart, Caitlin Bushell, Anna Foley, Jacques Pasquet and Freddy Marshall**. Caitlin's work is on *"Staying at Home during the Coronavirus"*, Tyler's and Anna's responses are about *"Self-esteem online"*, Jacques produced an excellent *"Peer Pressure Poster"* and Freddy very well-thought out PowerPoint on *"Thirty things to do"*.

Mrs Page added *"lots of teachers and form tutors are really proud by how hard our students are working at home and how seriously they take PSHCE."*

### Year 9 Dance

#### Molly Hardman

## Hip Hop

Hip hop does stillness, arm gestures and turns, they use floorwork and use all parts of the body.

Different levels are used throughout the dance, some is done on a low level and other parts are done on a high level. The size of the movement is varied as some moves are big and others are small.

The movements are sudden, fast and abrupt. The dance is quite strong.

The costumes are all baggy clothes, they normally wear shoes and both boys and girls wear the same idea.

The set is empty and the lighting is dark, the only light is a white light around the dancers.

The music can have lyrics, the rhythm is quite quick.



## Samba

Samba uses turns, floorwork and elevation. It also uses a lot of transfer of weight during the dance.

It works at both high and low levels, they move into different spaces during the dance.

The movements are light and they flow into each other. They are quick movements one after another.

The costumes are loud and colourful. They normally have extra pieces of fabric.

The lighting is bright and focused around the dancer. No set design.

The music is quick and use percussion instruments for the beat and melody. There is no lyrics.



## Contact

Contact using moments of stillness, many elevations and a huge amount of arm gestures.

Has floorwork and works at different levels.

The movements flow with each other, they are quite slow movements and light, sustained.

The costumes are light and flowing. They are barefoot. Clothes can be tight but also loose fitting.

The lighting was quite warm and dim. There isn't really a set the space is quite open. The lighting matches the mood.

The music has both instrumentals and spoken words, over all the music has a slow rhythm. It has instruments from the string family but no percussion.



## Contemporary

Contemporary works with stillness, floor work is used and arm gestures. Elevation and turns.

Space is used throughout as they move in different pathways. They dance at different levels from high levels and low levels.

Movements are both quick and slow. They use sudden movements but also have a use of movements that flow into each other.

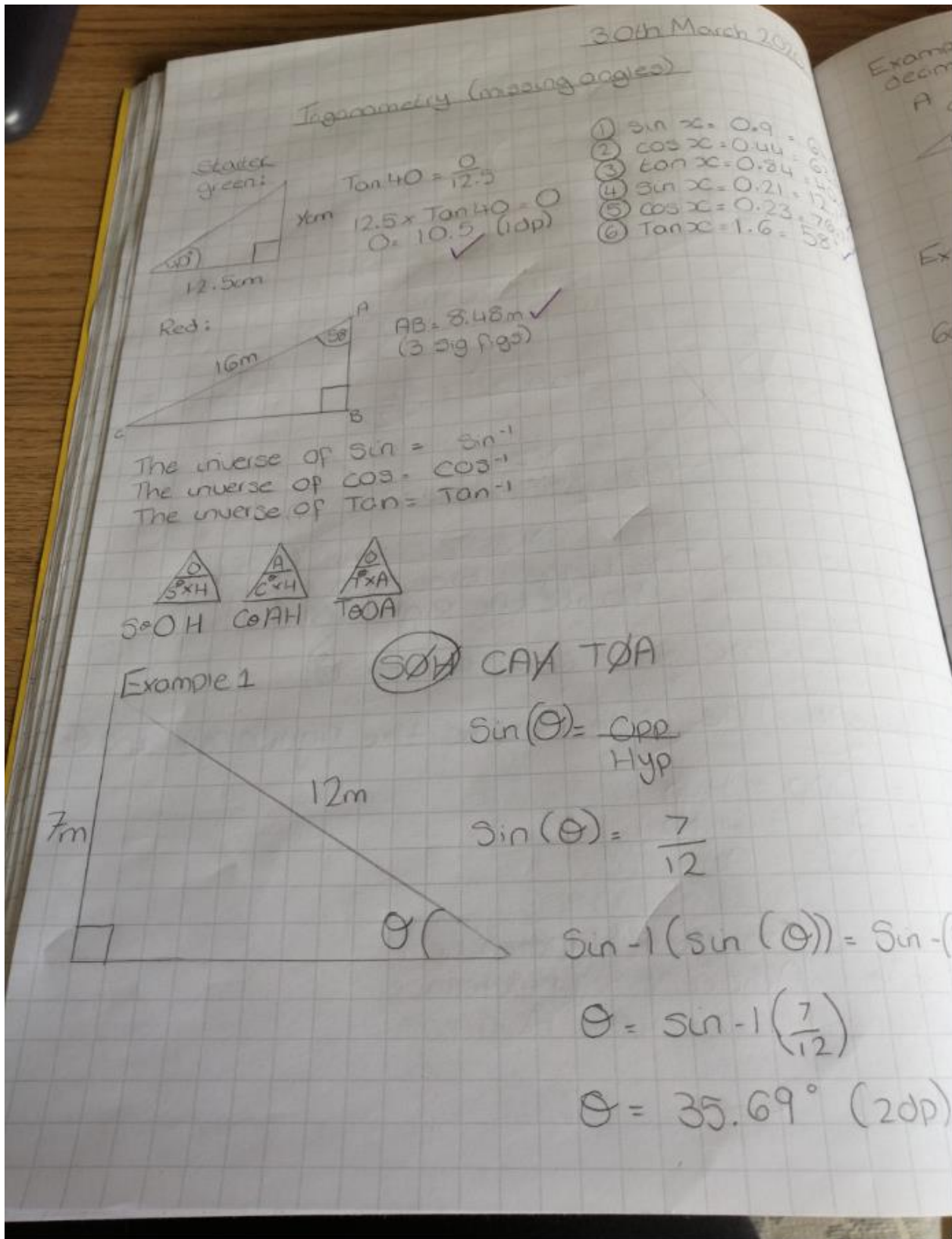
There isn't really a set costume, baggy clothes and tight fitting fabrics are both used. They are barefoot.

The lighting is quick bright but focuses around the dancer with a white light. There isn't a set design for the backdrop but the area is open

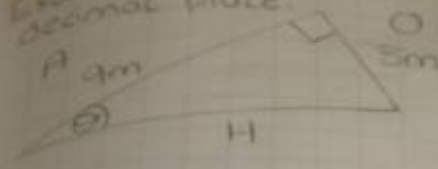
Music can vary, the rhythm changes from quick to slow, there is lyrics sometimes.



Paige Simms – Paige completed a number of pages of work on Trigonometry so we have shown the first two.



Example 2: Find the size of angle  $\theta$ . Round to 1 decimal place.



$$\tan(\theta) = \frac{3}{4}$$

$$\theta = \tan^{-1}\left(\frac{3}{4}\right)$$

$$\theta = 29.0546041^\circ$$

$$\theta = 29.1^\circ \text{ (1dp)}$$

Example 3: Find  $\theta$



$$\cos = \frac{A}{H}$$

$$\cos = \frac{6}{10}$$

$$\theta = \cos^{-1}\left(\frac{6}{10}\right)$$

$$\theta = 41.4 \text{ (3sf)}$$

Example 4: PQR is a right-angled triangle

PR = 17cm

PQ = 25cm

Work out the size of angle RPQ (1dp)



$$\text{RPQ} = \cos^{-1}\left(\frac{17}{25}\right)$$

$$\text{RPQ} = 47.2^\circ \text{ (2dp)}$$

## Fiscal policies pt2.

### Effects of expansionary fiscal policy (AD ^)

Fiscal policy/ action	Chain of reasoning showing impact on incomes, prices, output, employment & AD/AS	What does size of impact depend upon?
Cuts in personal income tax	<ul style="list-style-type: none"> <li>- Consumers have more disposable income</li> <li>- Consumer confidence increases</li> <li>- Consumption increases</li> <li>- As a response, firms increase their prices</li> <li>- Inflationary pressures are present as prices may continue to increase</li> <li>- Firms can now invest more as they receive more money from consumers</li> <li>- Firms have to hire more workers to meet the demand for products so output increases</li> <li>- Higher economic growth</li> <li>- Tax cuts will, ceteris paribus, lead to lower tax revenue and this is likely to cause higher govt borrowing</li> <li>- AD shifts to the right</li> </ul>	The impact depends on the size of the tax cut. If it consisted of a small reduction, there would not be much effect on consumption and investment. Equally, if it was a large cut in income tax, there would be more negative consequences such as an increase in the budget deficit as spending would exceed the taxes the govt receives. As a result, AD may go down.
Cut in indirect tax	<ul style="list-style-type: none"> <li>- If goods are cheaper because of lower tax, consumers will effectively have more purchasing power.</li> <li>- consumer spending rises as after buying the same number of goods, they will have more money left over. <ul style="list-style-type: none"> <li>- For firms, business demand is boosted by increasing firms' after-tax flow, which can be used to pay dividends and expand activity</li> <li>- Hiring and investment increases</li> <li>- AD shifts to the right</li> </ul> </li> </ul>	It depends on consumer and business confidence- if consumer confidence is low, then a reduction in tax may not increase spending because they prefer to save the extra income. Alternatively, some argue, that lower tax will increase confidence and general motivation because they feel less government intervention.
Cut in corporation tax	<ul style="list-style-type: none"> <li>- Firms have more money</li> <li>- Increase reward for improving techniques, technology and increasing capital investment which increases workers productivity</li> <li>- benefit workers as new investments boost productivity and lead to wage growth</li> <li>- AD shifts to the right</li> </ul>	It depends on the size of the tax, if its too large of a tax there would be a huge fall in government revenue and much more negative consequences followed such as an increase in the budget deficit, if taxes cannot balance out with the spending
Increase in benefits (JSA, UC)	<ul style="list-style-type: none"> <li>- Increase in household spending, as those on low income can afford their money for discretionary purposes</li> <li>- reducing relative poverty and improving living standard</li> <li>- Consumption increases</li> <li>- Gives them support in finding the best job. If benefits are low, then they will be forced to get the quickest job they can find</li> <li>- Encourage higher wages</li> <li>- AD shifts to the right</li> </ul>	It depends on the size of the reduction. If the choice is for the benefits to increase by a substantial amount, then the government might have to increase other taxes to make up for the loss of money, which may make some people worse off, e.g. income tax

Effects of contractionary fiscal policy (AD v)

Fiscal policy action	Chain of reasoning showing impact on incomes, prices, output, employment & AD/AS	What does size of impact depend upon?
Increase in excise duties (Petrol, alcohol, etc)	<ul style="list-style-type: none"> <li>- Increase in consumer spending</li> <li>- Demand stays relatively the same due to the inelasticity of the products</li> <li>- Supply may fall if some goods are less inelastic (beer)</li> <li>- Consumers may choose to buy these products abroad because of the lower prices so M increases and X decreases.</li> <li>- AD decreases</li> </ul>	<p>It depends upon the elasticity of demand: With good such as tobacco and alcohol with such a high inelasticity of demand, <u>it means</u> due to their habitual consumption of the good, they're likely to still purchase it no matter the price and in turn doesn't correct the market failure, nor deter consumers from ingesting these harmful goods.</p>
Cut in spending on NHS & Schools	<ul style="list-style-type: none"> <li>- The quality of these public services gets worse</li> <li>- Decrease in the amount of people going to university (They cannot get the grades due to the lack of resources)</li> <li>- More people get sick as the resources aren't available to individuals to know how to keep clean/healthy (asymmetric information)</li> <li>- Less people have higher paying jobs as they didn't get the qualifications so the wage rate decreases</li> <li>- Unemployment may decrease</li> <li>- Consumption decreases</li> <li>- Economic growth decreases</li> <li>- AD down</li> </ul>	<p>It depends on the time, the cut in these public services are less likely to have a massive impact as people will still have the resources and knowledge needed. Although, in the Long-term this would likely have devastating effects on individual's health as well as education- capping them at a lower level in society</p>
Benefit cap (Max amount)	<ul style="list-style-type: none"> <li>- Those receiving social protection may feel discouraged that they may not earn as much working as they would on benefits therefore, in some aspects keeping the unemployed that way. CONSUMPTION DECREASES</li> <li>- as individuals don't have more disposable income, only the money received by the Government.</li> <li>- Prices fall so consumers can afford to buy essential goods</li> <li>- Government had more money so GDP increases</li> <li>- Decrease in the labour force- DECREASE IN AS and AD</li> </ul>	<p>It depends on the size of the cap, the larger the cap, the less likely individuals may feel to get into work as they're already being supported</p>
Decrease in the income tax personal allowance	<ul style="list-style-type: none"> <li>- Consumers have less disposable income</li> <li>- Consumption <u>decrease</u></li> <li>- Some may have to claim benefits as they cannot support their mandatory and essential expenses</li> <li>- AD down</li> </ul>	<p>It depends on the personal allowance cap, the less it is, the less disposable income people have for expenses</p>