

WOOTTON ACADEMY TRUST

Wednesday 25th March 2020

Dear Parents and Carers

Update on Trust learners accessing Show My Homework [SMH]

Thank you for your support in encouraging your child to engage with SMH.

76% of Wootton Upper School learners accessed SMH by 5:00pm today; the same as yesterday. **94%** of Wootton Upper School learners have accessed SMH since last Friday

Wootton Upper School	Year 9 (%)	Year 10 (%)	Year 11 (%)	Total (%)
Logged in between midnight and 5:00pm today	253 (84)	254 (81)	173 (63)	680 (76)
Not logged in since Thursday (work was set to go live on Friday)	17 (5.6)	15 (4.8)	23 (8.3)	55 (6.2)

Mr Frazer commented... *"I am grateful to all the parents/carers who have contacted the school during the day to confirm login details. A number of learners have also been in touch to confirm arrangements for returning work."* He would like all learners to know that they may email their work directly to their teachers.

More Year 11 learners logged in today; thank you to parents/carers for your support.

Mr Frazer acknowledged that *"learners may not need to login daily because they may have downloaded their work"*. However, **fifty-five learners have not logged in since last Thursday**; 23 of them Year 11 learners. Tutors have been asked to email these fifty-five learners directly to check they have their login details.

66% of Kimberley College learners accessed SMH by 5:00pm today; 9% higher than yesterday
96% of Kimberley College learners have accessed SMH since last Friday

Kimberley College	Y12	Y13	Total
Logged in between midnight and 5:00pm today	196 (71%)	165 (62%)	361 (66%)
Number of students logged in since Monday 23/3 (%)	262 (94%)	238 (89%)	500 (92%)
Not logged in since Thursday 19/3	9 (3%)	14 (5.6%)	23 (4%)

Dr Mackay, comments *"further to the points yesterday about the differences with the timetable structure at KS5 it is worth noting that on a Wednesday we have 32 students with no academic lessons and they are included in these figures as we are using the full cohort to ensure consistency of data across the week."*

The overall college percentage of students logging in today, is up 9% with predominantly this increase coming from Year 13 with a 19% increase. Well done Year 13!

With this improved access by Year 13 the college percentage of students logging in since Monday has increased by 7% to 92%.

Dr MacKay also commented that *“following work with our Pastoral Tutors, there has been a slight drop in the students that have not logged in to SMH since Friday 20th March when our distance learning went live on SMH. These students will be further supported by our Pastoral Leader Mrs Genders to ensure they have access to the information and resources needed.”*

Our key messages to all learners are:

- ❖ keep learning by establishing a routine
- ❖ login to SMH **and emails** on a daily basis
- ❖ ensure you are submitting completed work to teachers for feedback

We will publish all teacher email addresses to help learners email their work.

Numbers in schools in the local area

Yesterday **101** children of key workers and other children needed to access places in our family of lower, middle schools alongside Wootton Upper School and Kimberley College. Today that number fell to **79** children; many key workers have atypical working patterns. The highest number in any school was 29 children, the second highest was 13 children, third highest was 8 children. Two schools, including Wootton Upper School had seven children in school.

Today one of our seven learners working in school has commented on their day with us

At school we have been doing our work that has been set by our teachers; however, we have the teachers to help us when we get stuck which is really helpful. The teachers are also trying their very hardest to make it fun and they are succeeding with activities to do such as badminton and table tennis.

They also ensure we have a clean, safe and germ-free environment for us to work in. I am finding it very helpful and a fun environment to work in.

*I would like to thank all the teachers that have and will be, coming in to make sure we get on with our work, to help us and to make sure that we can come into school every day. **JM***

Today we share three examples of distance learning work WUS learners are doing.

Thank you to the Food Technology and Science Departments for sending us this work.

Two responses to the tasks set by our Food Technology department this week.

Olivia Rees' Chicken and Mushroom Pie



Niamh Whelan's sticky toffee pudding



And a very comprehensive response to the Year 10 work set by Science.

P4 – Electric Circuits

- 1. Define the electrical qualities: Potential difference (voltage), Current, Resistance. Write and recall Ohm's law. State how the qualities can affect the energy transfer around a circuit**

Potential difference is the electrical pressure that causes current to flow, current is the rate of flow of electrical charge, resistance is the measure of how much a component decrease the current, the bigger the resistance the smaller the current. Ohms law is that the voltage across a conductor is directly proportional to the current flowing through it. So, if there is more potential difference the

current flow through the circuit will also be high. When the current is high the rate of flow of electrical charge will be high. The higher the resistance the lower the current.

2. **Define the terms series and parallel circuit. Draw examples of these circuits. Describe how current and potential difference behave around these circuits.**

A circuit with 2 or more paths to flow through rather than one single loop. In a parallel circuit the potential difference across all components is the same, the current in a parallel circuit is the sum of the total current is the sum of it through the separate branches. In a series circuit the potential difference is shared between the components. In a series circuit the same current passes through each component.

CH5 – Electricity in the Home

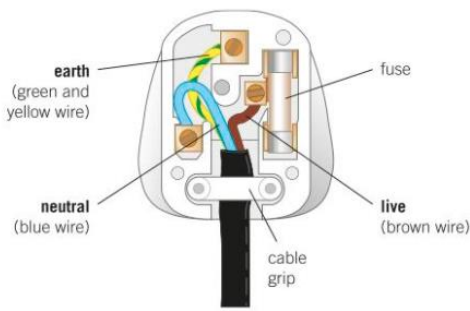
1. **Define and state the differences between AC and DC. Give examples of supplies for AC and DC.**

AC is current that periodically reverses its current. DC current is one that flows in only one direction. Our mains supply to our home and office buildings as well as being able to carry information like sound/images. An example of DC current is a battery and cell phones and car battery.

2. **State the potential difference and frequency of mains electricity in the UK**

50 Hz and 230 Volts.

3. **Draw the standard 3-core plug from the UK. How is it designed to be safe? Challenge → Explain how the Earth wire and fuse work together to stop electric shocks if the circuit is shorted.**



They work together to stop electric shocks because the fuse contains a thin wire which will melt if the current gets too high and if there is a fault which causes the casing to become live a large current will flow through the low resistance earth wire and the high

Define electrical power and determine the equation for electrical power and energy.

Electrical power is the amount of joules of energy it transfers every second.

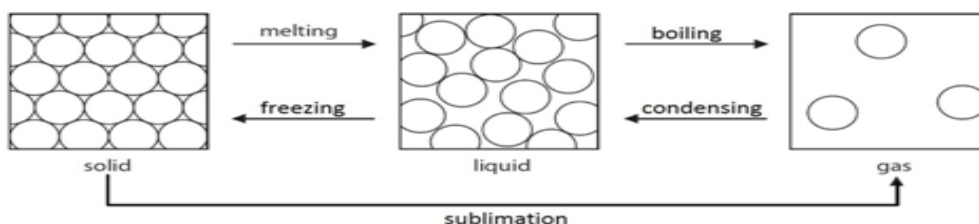
$$\text{Power (W)} = \text{energy transferred (J)} / \text{Time (S)}$$

P6 – Molecules and Matter

1. **State the equation for density. Describe two methods for determining the density of an object; one a cube, the other an irregular object.**

Density (Kg/m^3) = Mass (Kg) / Volume (m^3 , metres cubed). To measure the density of a cube you take the height width and depth and multiply it by each other to get the volume then you would take the mass and divide it by the volume. For an irregular shape you would attach a thread to the object and lower it into the water and then you can work out the density by how much it rises.

2. **Draw particle diagrams for the three states of matter. Label them with particle motion. State the differences in internal energy, temperature, density and motion as solids become liquids become gases.**

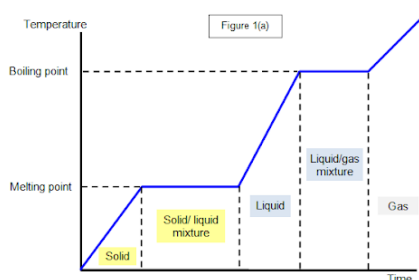


In a solid the particles are in a fixed position and vibrate, they have a low internal energy, in a liquid, particles are in contact with each other they flow and take the shape of their container, it has higher internal energy than a solid, with a gas the particles move randomly they have a higher internal energy than solids and gases.

3. Define and state the equations for Specific Heat Capacity [Heating an object in one state] and Specific Latent Heat [Heating an object to change its state]. Challenge → Draw a graph to represent temperature vs heat added across all three states. Label the features.

Specific heat capacity (J/Kg.c) = change in thermal energy (J) / Change in temperature (.c) specific heat capacity is the amount of energy required to heat a 1 Kg amount of substances by 1 degree Celsius.

Specific latent heat is the energy required to change the state of 1 Kg of substance from liquid to vapour. Specific latent heat energy (J/Kg) = energy (J) / Mass (Kg).



4. HIGHER → Explain pressure inside a balloon using ideas of particle motion and collision. What factors would change about the balloon if it were a) Heated, b) Squashed, c) Had a leak.

The particles inside the balloon has higher pressure than outside and the particles move around faster keeping the balloon inflated. the constant movement and the constant collisions of the particles inside the balloon with the walls of the balloon is what's keeping the balloon inflated. the pressure inside the balloon is high so the particle motion is high.

A) If the balloon is heated the particles would have more kinetic energy which will mean more collisions and a higher pressure.

B) If the balloon was squashed, the volume would be decreased so more collisions would take place increasing the pressure.

C) If it had a leak the volume would increase as there is more space for the particles to be free and volume is inversely proportional to pressure so it would decrease.

With thanks to Udoka Fintelmann, Year 10

I am looking forward to reading some Kimberley College responses in the days and weeks ahead! They should inspire our younger pupils.

Bamberg Music Exchange

Today we wrote to ETA Hoffmann Gymnasium to confirm that we intend to postpone this summer's visit by their students to next summer because of Coronavirus. This will be the first year that the visit has not been able to take place since 1997.

Completion of Year 9 Option Forms

Thank you for your support in ensuring your child completed their option choice request form for Year 10. By the deadline, yesterday, 260 electronic forms out of 302 had been filled in. If your child is one of the 42 who has not yet done so, please try to get this done. Mr Freemantle needs to start work on the timetable!

Year 8 Option Forms

The electronic option form was published yesterday. The deadline for completing the forms is Monday 30th March; 25% of forms were completed on day 1, including 37 by Year 8 Holywell pupils and 30 by Year 8 Marston Vale pupils. Thank you.

March 25th

Nine months today will be Christmas Day! My earnest wish is that when that day arrives, our current crisis will be behind us; I am sure it will not be forgotten. In the Christian religion, March 25th, marks the date of the Annunciation, when [Arch]angel Gabriel visited Mary, to tell her, that she would give birth to a son, Jesus. That event in itself must have been incredibly frightening; Mary was very young, possibly Year 9 or Year 10 age; the message Gabriel brought would have been difficult to comprehend, as would the concept of being visited by an angel.

The Annunciation is an important date in the Christian calendar and there are many famous interpretations of the Annunciation by artists. A copy of this version, by Fra Angelico used to hang in the Head's study at Wootton, when Mr Withell, was in charge. He found it inspirational. We all need inspiration at the moment.



Yours sincerely

Michael Gleeson
Executive Principal
Wootton Academy Trust

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