

# WOOTTON ACADEMY TRUST

Thursday 26th March 2020

Dear Parents and Carers

In tonight's newsletter we want to share with you, information on the number of students in schools locally today, together with how many other students have been accessing work on-line today, as well as sharing some of the great work those students have done and comments students and staff have made.

We are also including a section on grants which are available, mainly – but not exclusively - to students moving to university in the autumn. There is a lot of money that students can access ... and we need your help to encourage them to apply... every £1 that your children do not have to borrow in loans, or from the 'Bank of Mum and Dad' is beneficial to your offspring ... and to you.

Finally, we include a round-up of other news.

## Number of children in our schools

Across the family of schools that make up our pyramid, the **children of sixty-three key workers** were in schools today, **along with seven other children**; twenty-one pupils were present at one school; two schools had been ten and fifteen pupils each, a further three schools had six or seven pupils, one school had four pupils, one school had one pupil, and two schools had no pupils present. Wootton Upper School had six pupils today ... they were an absolute delight! Once again Kimberley College had no students coming to Wootton for the day!

## Show My Homework Data

Wootton Upper	Year 9 (%)	Year 10 (%)	Year 11 (%)	Total (%)
Logged in between midnight and 5:00pm today	252 (84)	255 (81)	185 (67)	680 (78)
Not logged in since last Thursday	10 (3.3)	12 (3.8)	21 (7.6)	43 (4.8)

Mr Frazer commented ... *“for the second day in a row the number of Year 11 accessing Show My Homework has increased. This is really pleasing. However, nearly 10% of the Year group have yet to access their work since the school was closed. It is really important that all our learners continue to improve their knowledge and understanding in the subjects they have been studying. They may need to rely on this if they choose to sit examinations when the school re-opens.”* Mr Frazer also noted... *“there has been a reduction in the total number of learners who have not yet logged in to access their work. The challenge is clear; which Year Group will be the first to zero?”*

Kimberley College	Y12	Y13	Total College
Number of students logged in Thursday 26/3 up until 5pm (%)	216 (78%)	163 (61%)	379 (70%)
Number of students logged in since Monday 23/3 (%)	270 (97%)	253 (95%)	523 (96%)
Not logged in since Thurs. 19/3	4 (1%)	6 (2%)	10 (2%)

Dr MacKay said *“We are delighted that 96% of Year 12 and Year 13 have been accessing their distance learning through Show My Homework this week. With 70% of students logging in today, the College achieved its highest percentage of daily logins up until 5pm to date.”*

Similarly, to yesterday, 34 students do not have academic lessons on a Thursday but they have been included in our figures for consistency. ***“With the support of our Pastoral Team we have significantly reduced the number of students that had not logged in since Thursday 19<sup>th</sup> March by two thirds. Thank you to our pastoral team for their work therein and well done to all our students showing that they are committed to their learning.”***

### Celebrating student work

#### Year 10 English Mrs Clarke

##### Nevermore – Ben Lawrence

The radiance of the morning sun shone through the windows of the houses situated on the edge of the village, emanating iridescent light to combat the silence that the darkness imposed, becoming a scintillating display of aureate light to those fortunate enough to see it. The edge of the village was bathed in the vivid light, transforming the once sullen landscape into a beautiful sight, as if the village had been built anew in an entirely different location.

At the centre of a village lay a child's play area, bustling with tumultuous children and their exhausted parents. A clear sense of joy emanated through the atmosphere, as clear as the stream that wove its way through emerald green patches that stretched into the distance as far as the eye could see, with small mountains and hills scattered upon them. The stream seemed to have a strong sense of direction; instead of flowing in a monotonous manner, it seemed to oscillate and ripple. As it pulled back and forth, it looked as though it was trying to break apart. It weaved way through the mountains, and wandered like a confused traveller across the seemingly never-ending fields of grass and flowers.

The atmosphere seemed to take an abrupt shift immediately, the stream began to shake violently as the ground that lay beneath it rumbled and roared. The once tranquil setting was replaced by one of sheer terror, the once soothing birdsong was replaced by terrified screams of children and parents alike. The police sirens wailed and screeched, like a banshee signalling the inevitable doom of the village

Suddenly- to the terror of all- the ground opened up beneath the play area, engulfing it in darkness, the screams that pierced the sky were cut short by the inevitable silence that the blackness brought with it. The surrounding landscape began to fall into the abyss, sealing the fate of those upon it. The police sirens continued to wail, as the policemen stood helplessly, submitting to the dominance that nature had over them.

The quake finally came to a stop, Nature had taken its due and was satisfied- ready to settle and rest. Silence reigned upon the town, as plumes of smoke rose from the destruction that nature had caused. The gaping abyss stood in the centre of the town, seemingly a mile long, and was no longer a place of pure joy.

The village would never be the same again.

#### Year 10 Food – Mrs Bouffler

##### British Task Practical: Apple Crumble Cake Nathaniel Guy - Year 10



## Key Stage 5 – Distance Learning work!

### Year 13 A Level Photography - Work from Lily Collins – Y13 Photography A Level

# Connections

by Lily Collins

**Coursework Overview**

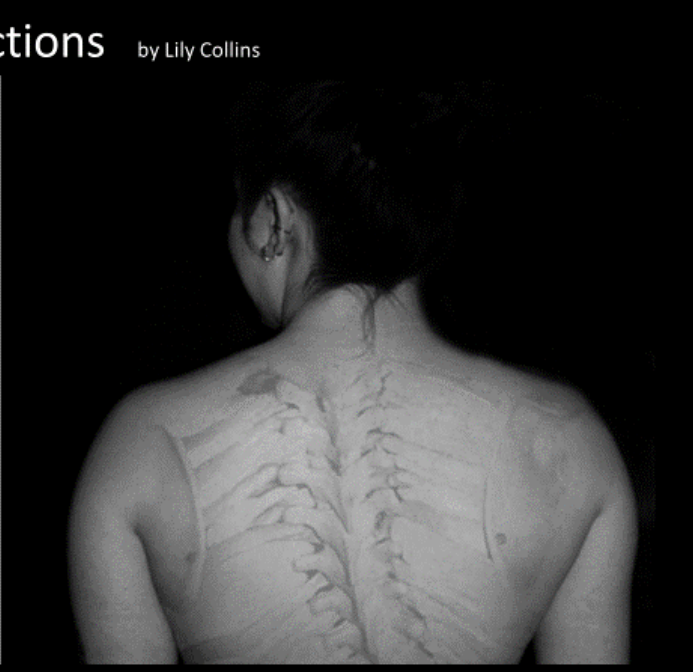
Throughout this project I have wanted to explore the different ways in which photographers are able to represent a connection with nature. To begin with my main focus was the connection with physical nature around us, for example, trees and flowers and how we as humans are linked with them. I found that by doing physical manipulations I was able to show this in a very tangible way, however, when it came to doing a digital manipulation involving double exposure, I was more pleased with my outcome.

Moving forward from that idea I began to explore a connection with bones, specifically animal bones which was inspired by a photographer known as Wieram. He explored how using different types of bones could affect his images and would only use woman models as they would have a softer effect when compared to the harsh curves in the skeletons. One of my favorite images of his was 'Charlotte'. This featured a bird beak in the theme of an American Indian tribal mask, and I was instantly intrigued as to how I would be able to recreate this. Out of all my work in this project this was the most challenging as I had to construct a mask that would fit my models head as well as have the shape of a bird's beak. However, doing this was a lot of fun and developed my skills in a more practical way.

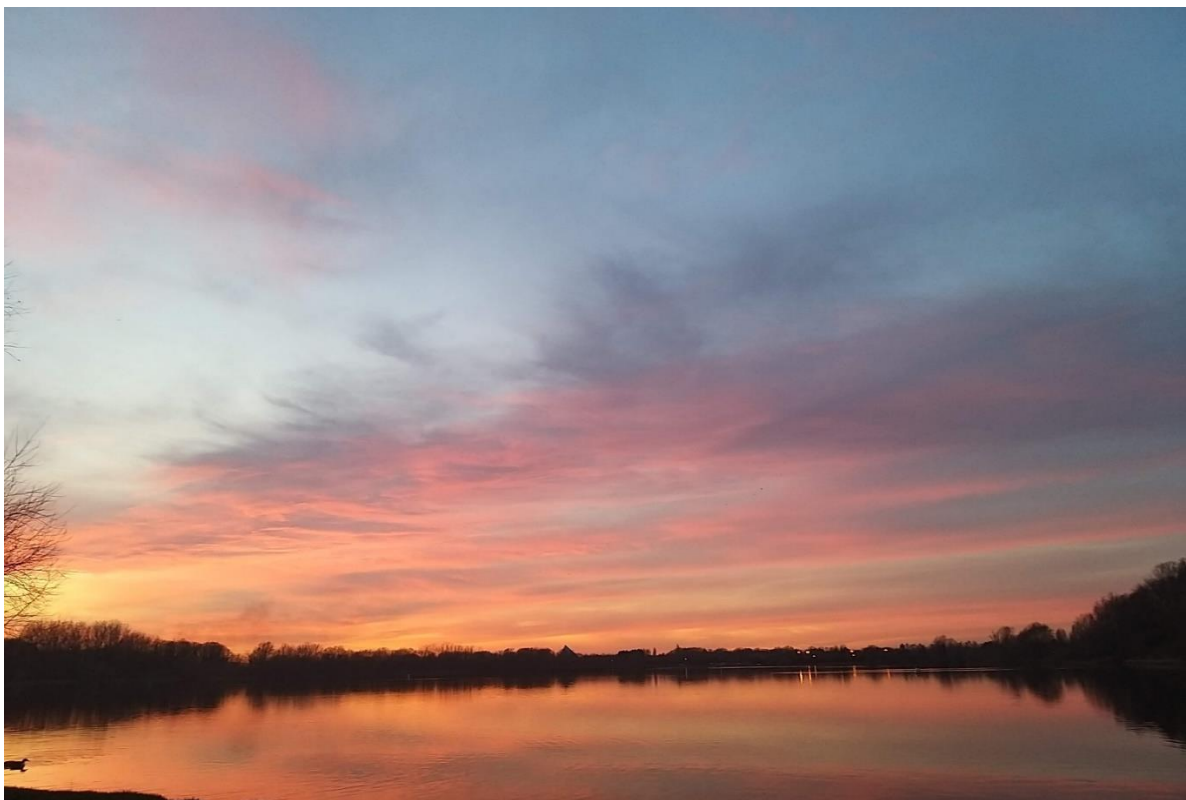
Moving on from animal bones I wanted to explore the human skeleton, specifically the skull. Carsten Witte's work looks at using skulls from museums and matching them to his model in order to get a realistic effect. These images are often rather haunting and can have a very supernatural appeal to them. What really inspired me to do these images was how it looked at a connection within nature but instead of looking at what is around us it focused on the nature inside being our skeleton. To start with I just looked at the skull and how I could blend it in with the skin to create something that looks as though it has always been there. I then developed this further and created my final piece.

For my final piece I wanted to not only look at skulls but the entire skeleton and how that is able to immerse into the skin. As I had already developed my Photoshop skills for my skull images I felt confident that I would be able to create something of high quality for my final piece. I decided to look at the back and the collar bone area as they have a very distinctive bone structure and I felt that it would have a very effective look if it was done well. I found that overlaying the photograph of the skull over the model was the most challenging part as I wanted to make it look as realistic as possible. However, I do feel as though it was completed to a high standard and I am happy with my final pieces.

Overall, this project allowed me to see how different photographers expressed a connection with nature and how I can adapt and develop different ideas to form something beautiful.

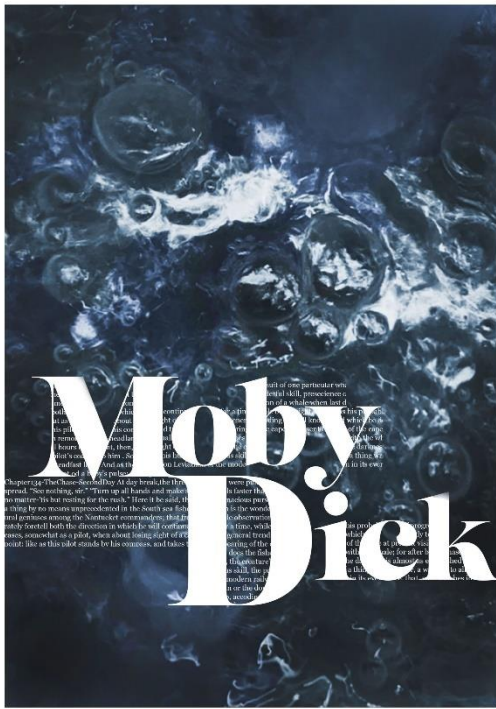


Work from Alex Brown in Year 12 - an inspirational photo taken as part of prep. work for a Graphics project.



*I hope the image inspires your imagination and takes your mind and soul to a wide-open space.*





Development of typography, photography and photo editing :

In order to take the image which I used for the background I used my phone. This allowed me to take multiple photographs and decide on the best image afterwards. I then took the photograph into photoshop, where I edited and transformed it into a graphical book cover. The main process used in this book cover was photography, the background began as a photograph, it is the editing which made it into the book cover. When taking the photographs, I didn't have an idea of which book cover I would create. This meant that I wasn't limiting my photographs to particular themes and motifs which I am aware of in the books. As a result of this I ended up with a range of interesting images which I could adapt and use for a variety of books in unit 10. I decided that the photograph most suited Moby Dick, the bubbles and movement in the water was fitting to a blue and white colour scheme which is suitable for Moby Dick, as well as the obvious link between the ocean and water. The next process which I used was typography. I wanted the text to be smoothly incorporated into the image, rather than looking like it had just been stuck on at the end. I wanted the blue and white colours to be carried through to the text but tried to ensure that the title was more of a background feature of the book cover, whilst the blue shapes form the foreground. I like that the photograph has encompassed the title creating confusion between the boundaries of background and foreground, this is fitting with the free and natural nature of whales which are prominent in the story of Moby Dick. To create the core part of the book cover I began with the photograph I took on my phone. This is a photograph I took by turning on a tap to high pressure into a sink, this created defined bubbles and interesting dynamic features within the image. On photoshop I used highlights and shadows to make the bubble and details in the image more defined. Then I moved onto changing the colour scheme. The original colouring of the photograph was white and light greys. I made the photograph black and white before adding highlights and shadows so that they were more defined and I could make a more obvious edit to the image. I then made the photograph blue. The dark blue hue I added made the photograph interesting as well as appropriate to the book – Moby Dick. The blue colour has connotations of the ocean which is the setting for the ma

Quote from a – Year 12 English Literature student.

*“Remote learning has been a bit of a shock to the system but I'm getting into a routine. During the first couple days it was difficult trying to keep on top of the work as we were being set quite a lot but today was better as I organised my time more. I have continued reading **Paradise Lost** and it's becoming more enjoyable and have started the worksheets!”*

Email from Mrs Esposito, Head of Modern Foreign Languages

*“... I have been genuinely impressed with our students' ingenuity, proactive behaviour and dedication to keep speaking French in spite of the situation. Pupils have been using the cameras on their mobile phones to practise their speaking tasks live with a partner as if they were in a classroom. I have also received a number of lovely messages fully in French from pupils keen to tell me about their week and the work they have been completing.”*

Funding opportunities for Year 13 students applying to university

Three sources of funding support that students going to university could consider making applications for once they leave Kimberley College are:

**The Harpur Trust** which operates a means tested **University Bursary Scheme**. This scheme provides successful applicants with £1,200 per year to complete a three-year university course. The eligibility criteria include being a resident of Bedford Borough and having an offer of a place on a degree course at a UK university together with meeting two or more of four additional criteria:

- ❖ be from the first generation of their family to attend university
- ❖ come from a low income family. *Preference to families with a household income of £25,000 or less.*
- ❖ are living independently (for example in a Foyer or YMCA)
- ❖ have additional financial difficulties as a result of specific family or other exceptional personal circumstances.

Eligible students can apply directly through the **Harpur Trust** website using the official application form. [www.harpurtrust.org.uk/university-bursaries](http://www.harpurtrust.org.uk/university-bursaries) The College's identified link staff member who is aware of the bursary scheme, is Mr Detheridge, who should be able to answer any queries students may have.

The deadline for applications is usually the end of April each year and the application requires a 500-word personal statement and a reference from the college.

## Connolly Foundation

In January 2020, Kimberley College was invited to become one of three new partner institutions with the Connolly Foundation enabling students applying to university to apply for the foundation's **Academic Excellence Award** - a bursary of up to £1,000 per year to support their progress through university. Previously the Connolly Foundation had seven partnership schools and colleges. Applicants may live anywhere in Bedfordshire. This Academic Excellence Award is available to applicants studying certain core academic subjects. Successful applicants will need to achieve A level passes at grade A\*, A and B in a combination of two of these subjects, plus one other subject at A level/BTEC.

The foundation's **Discretionary Award Scheme** enables each partner institution to nominate six students from those who apply from that institution. The eligibility criteria for the discretionary award scheme are different, in so far as there are no requirements on subjects studied or on grades achieved in the qualifications and students do not need to be going into further education. The Discretionary Award is worth up to £500 per year. Successful applicants not attending University will receive one payment only. Students going onto University can apply for further awards in years 2 and 3 of their degree course.

Mrs Ashby, Head of Careers is also our Connolly Foundation link member of staff. She is contacting students this week who she believes meet the criteria for the main award scheme and also contacting all other Year 13 students to promote the Discretionary Award Scheme. Both of the foundation's Award Schemes require an application form to be completed and a personal statement, and each application needs a college reference. More information is available <http://www.connollyfoundation.org.uk/student-awards>

## Alderman Newton's Educational Foundation

Alderman Newton's Educational Foundation provides funding opportunities for students between 11 years and 25 years who must live in Bedford Borough. The amount of grant available would normally have an upper limit of £500, but in exceptional circumstances the grant may increase to £750. The income of the applicant and/or parents/guardians is also taken into consideration.

The Charity provides for grants for:

- ❖ *financial assistance, outfits, special clothing needed in connection with a course, tools, instruments or books to enable beneficiaries on leaving school, university or any other educational establishment to prepare for, or to assist their entry into employment; and*
- ❖ ***otherwise promoting the education (including social and physical training) of beneficiaries. Under this heading the Trustees will consider assisting with expenses connected with staying on at school or which have to be met as part of a course at university etc.***

The Application Form may be obtained from the Clerk to the Trustees, c/o Democratic Services, Bedford Borough Council, Borough Hall, Cauldwell Street, Bedford (Tel: (01234) 228193) or at [www.bedford.gov.uk/aldermannewton](http://www.bedford.gov.uk/aldermannewton)

## And finally ...

- ❖ Mr Freemantle is waiting for twenty-three Year 9 students to complete and return their options requests for Year 10. **Please help us, if your child has not yet done this!**
- ❖ Tomorrow, we will be delivering 104 food parcels to various villages for the children entitled to Free School Meals. Thank you to all staff and governors who are helping to deliver them, and an especial thanks to Mrs McMenemy, for overseeing this aspect of our work.
- ❖ Thanks to Mrs Genders who has telephoned over fifty Kimberley students today to see how they are getting on ... and to find out why a few of them are finding it difficult to log in to Show My Homework.
- ❖ We have appointed three teachers this week using Zoom, a video –conferencing programme.
- ❖ The Senior Leadership Team is holding its first video-conference meeting tomorrow afternoon.
- ❖ Kimberley College is developing some F.A.Q.s on distance learning ... we hope to publish these tomorrow!

Please take care

Michael Gleeson

**Executive Principal**

Wootton Academy Trust

Wootton Academy Trust operates:  
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Kimberley 16-19 STEM College  
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