

# WOOTTON ACADEMY TRUST

Monday March 30th

Dear Parents and Carers,

## **Student Bulletin**

Our 'normal' practice at both the school and college is for there to be a weekly **Student Bulletin** with all the information our students need for the week ahead. We believe that maintaining a Student Bulletin during this period of distance learning is a really important way for the Trust, College and School staff to stay connected with our learners ... and their parents/carers.

**I am very grateful to Mrs Genders, Pastoral Leader at Kimberley College, who has produced this week's bulletin;** there is a slight difference, in that we have produced one bulletin across Year 9 to Year 13. Please look at it; it is really good!

An unexpected outcome of distant learning is that parents/carers are learning more about the way Wootton Academy Trust operates. The bulletin will be uploaded to Show My Homework each week; it will also be on the College and School website, accessed via **Coronavirus Distance Learning Information**. Alternatively, click on the link below for this week's Student Bulletin (Y9-Y13):

[https://30a0a3ae-f989-45df-a221-a3b2b6b596a1.filesusr.com/ugd/675635\\_116c9888cd3d465c945ec092e3b875e5.pdf](https://30a0a3ae-f989-45df-a221-a3b2b6b596a1.filesusr.com/ugd/675635_116c9888cd3d465c945ec092e3b875e5.pdf)

## **Numbers in our schools today**

Across our family of schools there were **fifty-two** pupils across all lower and middle schools in our pyramid along with Wootton Upper School. The largest number in any school was nineteen; the second highest number of pupils in a school was ten and then, seven, seven, six, three. Three schools did not have any pupils today. Wootton Upper School had seven pupils. Across the pyramid thirty-seven pupils in school are the children of key workers.

## **Thank you to Year 9 parents/carers and Year 9 pupils**

All but four pupils in the year group have now submitted their option requests for Year 10 courses. Can we get this down to zero by this time tomorrow?

## **Thank you to Year 8 parents/carers and Year 8 pupils**

Today is the deadline for the return of option choices by Year 8 children. At the moment 230 option forms have been submitted on line. This means there are sixty-four forms still to be returned.

## **Show My Homework [SMH]**

<b>Wootton Upper School</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Total</b>
Logged in within the 24 hour period preceding 3pm today	84.2%	84.9%	61.2%	77.2%
Logged in between Friday 20 March and 3pm today	98.7%	98.7%	94.6%	97.4%
Not logged in since Thursday 19 March.	1.3%	1.3%	5.4%	2.6%

Two parents/carers contacted me over the weekend about how hard their children are working and concerned they were receiving requests to submit work on SMH on Sunday!

Parents/carers and children were also being set new work on Sunday, which the two parents/carers who contacted me felt a bit over the top. I have responded to both parents/carers to let them know we are managing an evolving situation and will review our practice. Our initial view, in the two days before the enforced closure took effect, was that parents/carers were likely to prefer notifications arriving on Sunday, as parents/carers were less likely to be working on that day and therefore, would be able to review the work set. Each school and college is adapting to the situation we find ourselves in. We will review this over the next few days recognizing that traditionally Sunday was always regarded as the "Day of Rest".

We want our pupils and students to work hard and to do their best [*we have included some good examples of work pupils have done in the last week later in the newsletter*]; we want our pupils to be resilient and to become increasingly independent in managing their learning. There are already signs that many learners are really thriving when they take control of learning tasks.

**However**, we do not want our pupils to be distressed or overwhelmed at the volume of work they are required to do at home. If this is the case, please let us know and we will arrange for somebody to email your child during the week. When pupils are in school they would have twenty-seven hours of lessons, including PSHCE and also around ten hours of homework.

Working together parents/carers and Trust staff, we will be able to support all of our learners to make the transition to distance learning styles.

#### **KS5 SMH data from today**

Dr Mackay reports ... *It is great to see that we now have 99% of students accessing Show My Homework since we started our distance learning. In our subgroup analysis it is pleasing to note that these figures meet and indeed exceed the overall college figures which is fabulous. Our next stage is to ensure that all students are logging in routinely every day to ensure they have access to timely information and support from their teachers.*

<b>Kimberley College</b>	<b>Y12</b>	<b>Y13</b>	<b>Total College</b>
Students logged in Monday 30/3 up until 5pm (%)	78%	61%	70%
Students logged in since Monday 23/3 (%)	99%	99%	99%
Not logged in since Thursday 19/3	1%	1%	1%

#### **Examination Grades**

We are still waiting for more information about how grades will be awarded. As well as grades being awarded for A level qualifications and at GCSE level, students completing BTEC courses will be awarded grades in much the same way, although they will have completed a high proportion of their coursework assignments.

Year 10 pupils were due to take their CiDA [Certificate in Digital Applications] examinations in early May and end this course at the same time. Coursework for this qualification is largely complete; a few students are refining bits and pieces. We expect grades for this course to be awarded in the same way, because the qualification is due to end in summer 2020. A few parents/carers have contacted us to ask for more information on how teachers will determine estimated grades. This will become clearer once the guidance is published. However, we will do it professionally and as fairly as possible.

## **Applications to the Connolly Foundation, Alderman Newton and Harpur Trust for bursary awards and grants**

Last week we promoted each of the above organizations who offer grants and bursaries to students. Thank you for the feedback you have sent to us. Largely this was related to being really appreciative that we had told you about the opportunity to apply for these funding streams.

A number of parents asked whether there were any charities which students who live in Central Bedfordshire could apply to for funding, as some of the ones we promoted [Harpur Trust and Alderman Newton] are limited to students whose home is in Bedford Borough.

We have spent some time checking websites and speaking to others. So far we have not been able to find any other charities dedicated to students who live in Central Bedfordshire. We have asked some of our support staff to continue researching this option. **The Connolly Foundation** is open to all students with a Bedfordshire address and it is able to support large numbers of applicants who submit high quality applications!

**Mr Detheridge, Principal of Kimberley, has contacted the Harpur Trust;** the Trust is amending its guidance to applicants, in light of Covid 19. The Harpur Trust will have completed updating its guidance later this week. When it has, I have asked Mr Detheridge to provide an update in our newsletter later in this week. Mr Detheridge has confirmed that all applications go direct to the Harpur Trust and that there is no limit to the number of applicants from any school or college. All applications will be assessed on need and decisions made on that basis. Therefore, Mr Detheridge's advice to Year 13 students with a Bedford Borough address, going to university and who meet its eligibility criteria is to submit an application which focuses on worthiness. Mr Detheridge also comments that the Harpur Trust financial thresholds are determined on a pre-Coronavirus income basis.

## **Update on Year 10 pupils Disneyland Paris Trip**

A number of parents/carers with children going on the trip to Disneyland Paris have contacted us asking for an update on whether the trip will take place. The simple answer is ... we don't know. At the moment Disneyland Paris is closed due to Coronavirus.

**Wootton Academy Trust has put a temporary freeze on parents/carers making further payments for this trip until it is clearer whether or not the trip can take place.** A further payment was due today. The tour company is discussing with ABTA how it handles the large number of cancellations made due to the park's closure in March and April.

Wootton Academy Trust is discussing options for the trip with the tour company and seeking advice from the Trust's insurers. We will keep you informed.

## **What wonderful students we have ...**

Over the weekend one of our Year 13 students took the time to write to their teachers to say thank you.

*Dear Mrs Wetherell, Mrs Wilmott and Karl,*

*I'd like to take this opportunity to thank you for all your help and support over the past few years. I have especially enjoyed my time in the art department as it has given me the confidence and encouragement to pursue a career path in the subject. I couldn't have achieved half as much without your help and I really appreciate it.*

*I was saddened that my time at Kimberley/ Wootton was cut short as I was not able to say my goodbyes properly, although I hope in the future, I will be able to revisit the department.*

*Meanwhile, I am in the process of writing an overview for my coursework and a blurb for my final piece which I will send in due course. I will continue to sketch and paint during my time off and will send any relevant work to you. Thanks again.*

There are many ways all of us can support each other in these difficult times. Thank you to the student who took the time to say thank you to our Art staff. All three staff were very touched by your message.

## Celebrating Year 10 Student Work

The first piece another entry in the 'Beat Banksy' challenge, from Joshua Baker, Year 10

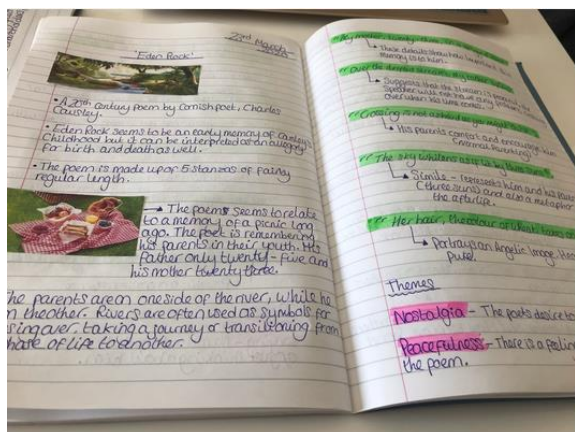


## Beat Banksy Challenge

The reason I drew that is because the world seems to be in a disaster (due to recent events) it's like the world is on fire and all we can do is watch while the the higher ups try solve it, the man is resembling the average worker/ citizen watching while the world burns and slowly falls into the bin like a failed experiment.

By Joshua Baker year10

The second is a piece of work completed in English by Jay Coaker.



Mrs Stewart commented... *"I am exceptionally proud of his continued hard work. He is a 'star of the week for me' and I have asked him to let his parents know this. Usually I would either give Jay a postcard and/ or call home. In lieu of this, I am communicating this 'star of the week' on SMH"*.

submitted by Niamh Whelan

The final piece is just part of the Chemistry work

## C12, C13 and C14 Revision



### Chemistry- Niamh Whelan

#### C12- Chemical Analysis-

1. Define the term "pure" and explain how to test a substance to check its purity.

A pure substance only contains one specific element, or compound; it is not mixed with any other substance.

2. Define the term "formulation" and describe two examples of formulations.

A formulation is a mixture of carefully measured components. They are made to produce products with desired properties, paint, for example, is composed of a binder, solvent and pigment. Another example is fertiliser, which uses set proportions of mineral ions to ensure that crops have access to the nutrients needed for optimum growth.

3. A) Describe how to set up a chromatography experiment.

To set up a chromatography experiment, sketch a line, in pencil, at the bottom of a sheet of filter paper and use a capillary tube to add a spot of the mixture being tested to the line. Place the sheet in a beaker of solvent, making sure not to submerge the sample of the mixture. Place a lid over the beaker to avoid evaporation and allow the solvent to seep up the paper. Each substance in the mixture will be carried to a different place on the sheet, forming a chromatogram.

- B) Describe the two most common errors in setting up chromatography.)

One common error would be to sketch a line using pen, this would ruin the chromatogram as the pen ink would dissolve in the solvent, along with the mixture being investigated. Another error would be submerging the spot of mixture into the solvent rather than allowing it to seep up: this would dissolve the substances without giving them the opportunity to seep up the paper.

- C) Explain how chromatography separates the components of a mixture.

Chromatography relies on two phases to separate a mixture: the mobile and stationary phase. Each substance in the dye will be distributed differently between the two phases, depending on their solubility and attraction to the paper. The more soluble a substance, the more it will be attracted to the solvent, the mobile phase. This means soluble substances will travel further up the sheet of filter paper in contrast to a substance more attracted to the paper, the stationary phase.

- D) Explain how to identify substance by calculating their R<sub>f</sub> value.

A substance's R<sub>f</sub> value is calculated by dividing the distance between the origin of the spot and the pencil line by the total distance travelled by the solvent. Each substance will have its own specific R<sub>f</sub> value based on its attractions to the two phases. However, to ensure that R<sub>f</sub> values are comparable, use the same solvent and temperature when producing a chromatogram, these control variables are vital when comparing R<sub>f</sub> values.

4. Describe the tests for the following gases: hydrogen, oxygen, carbon dioxide, chlorine.

Hydrogen: place a burning splint over a test tube containing the gas. If hydrogen is present, the splint will pop and burn rapidly.

Oxygen: insert a glowing splint into a test tube of the gas. If it relights, oxygen is present.

## C12, C13 and C14 Revision

Carbon dioxide: bubble through limewater. The limewater will turn cloudy white in the presence of carbon dioxide.

Chlorine: put a strip of damp litmus paper into the gas. It will be bleached white in the presence of chlorine.

5. Use Seneca and Physics and Maths Tutor to practise exam style questions.

### Exam questions-

In certain areas of the UK, tap water contains aluminium ions.

What would you see when sodium hydroxide solution is added drop by drop to tap water containing aluminium ions? (2 marks)

First you will observe white aluminium hydroxide precipitates form. Eventually, when excess solution has been added, the precipitates will then dissolve.

Instrumental methods of analysis linked to computers can be used to identify chemicals.

Give two advantages of using instrumental methods of analysis (2 marks)

Instrumental methods can be used to detect metal ions from very small samples. Another advantage is that they are a quick way of testing for metal ions.

### CH13 – The Earth's Atmosphere-

1. A) State the gases that make up the atmosphere and their respective percentages.

78% Nitrogen; 21% oxygen; 1% carbon dioxide and <1% trace gases.

B) Describe and explain how the atmosphere has changed over millions of years.

Initially, when the Earth was formed (around 4.6 billion years ago), its atmosphere consisted mainly of **hydrogen and helium**. As **volcanoes** emerged from the surface, they released gases including **nitrogen, ammonia, carbon dioxide, steam and methane**. Eventually, the Earth cooled, so the steam began to **condense** to form rain, which led to the formation of **oceans**. The atmosphere stabilised, with a **large amount of carbon dioxide and a low percentage of oxygen**- the atmosphere was similar to those of **Venus and Mars**. Carbon dioxide **dissolved** in the oceans and formed **carbonate precipitates that then produced sediments**.

Around 2.7 billion years ago, the first bacteria began to form, as well as types of **algae**. They took in carbon dioxide from the atmosphere to perform **photosynthesis** ( $C_6H_{12}O_6 + 6CO_2 = 6H_2O + 6O_2$ ), increasing the atmosphere's oxygen levels whilst reducing the proportion of carbon dioxide. Over the next billion years, **plants evolved**, gradually increasing oxygen levels in the atmosphere. Carbon dioxide transferred to plant material, as well as **animal tissues (e.g. skeletons and shells)** when they consumed the plants. Over millions of years, this collected at the bottom of oceans, where they became **covered by layers of sediment and put under high pressures- this formed sedimentary carbonate rocks, such as limestone**. Remains of living things, which contained carbon dioxide, were crushed by movements of the Earth's crust and were heated, forming **fossil fuels**. Coal was formed by thick deposits of plant material buried in swamps- compressed over millions of years in the absence of

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oxygen. Crude oil and natural gas formed by the remains of plankton deposited in mud on the seabed, of which was covered and compressed by layers of sediment rock.

Over the past 200 million years, the CO<sub>2</sub> levels have remained relatively stable. **Methane and ammonia reacted with oxygen:**  $\text{CH}_4 + 2\text{O}_2 = \text{CO}_2 + 2\text{H}_2\text{O}$ , and  $4\text{NH}_3 + 3\text{O}_2 = 2\text{N}_2 + 6\text{H}_2\text{O}$ . **Nitrogen gas built up as it is an inert gas.**

Over the past century, carbon dioxide levels have **increased** as it is being released by fossil fuels, which are burnt in order to provide energy. This has increased global temperatures as carbon dioxide is a greenhouse gas.

2. Explain, with reference to short and long wavelength radiation, how the greenhouse effect leads to global warming.

Ultraviolet waves from the sun have short wavelengths, this radiation is able to pass through greenhouse gases and enter the Earth's atmosphere. Some of this radiation reaches the Earth's surface. When the surface cools, it emits longer wavelength radiation, i.e. infrared. This causes bonds in the greenhouse gases to vibrate and stretch more vigorously, raising the surrounding temperature. In this way, some of the energy emitted from the Earth's surface becomes trapped in the atmosphere, causing global temperatures to rise. The higher the amount of greenhouse gases, the more energy is absorbed.

3. Describe three consequences of global climate change and three potential solutions to reduce our carbon footprint.

Climate change can lead to changes in precipitation patterns, impacting crop yields worldwide; rising sea levels, as a result of melting icecaps and changes to the distribution of wildlife species, with some becoming extinct.

Ways of reducing carbon footprint include taxing industries if they produce high quantities of carbon dioxide; shopping seasonally from local farms rather than the supermarket and by avoiding driving when walking/cycling/jogging is possible.

4. Describe the environmental problems cause by the following pollutants: carbon dioxide, carbon monoxide, carbon particulates, sulfur dioxide, nitrogen oxides.

Carbon dioxide: Produced by complete combustion. It is a greenhouse gas contributing to climate change.

Carbon monoxide: Produced by incomplete combustion. It is an odourless and toxic gas that reacts with haemoglobin in place of oxygen, resulting in not enough oxygen circulating around the body, causing death.

Carbon particulates (soot): Produced by incomplete combustion of large molecules of hydrocarbons. Reflect the sunlight back into space, causing global dimming. It has been suggested that they can damage lungs and cause cancer.

Sulfur dioxide: Produced by sulfur impurities in fossil fuels reacting with oxygen to form an acidic and toxic gas. It causes acid rain which damages trees and pollutes lakes.

Nitrogen oxides: Produced by nitrogen reacting with oxygen when subjected to the high temperatures inside car engines. They are toxic and can trigger asthmas, as well as causing acid rain.

### And celebrating Year 13 Media - response by unnamed student!

#### How valid is Gilroy's theory when analysing the online publishing products?

*Gilroy's theory looks at post-colonialism, the idea that colonial discourses continue to inform contemporary attitudes towards race and ethnicity in the post-colonial era. Despite the clear shift of views and stereotypes in the modern audience when compared to a 19<sup>th</sup> century audience, it is evident that the representation of these groups is still affected. The voice, formed in 1982, was originally a newspaper created to engage a specific audience, being black British people, in order to cater to their needs and allow them to embrace their cultural differences in an inclusive way.*

*Gilroy's theory looks at double consciousness which describes two aspects of black experience. The first of these is living within a predominantly white culture and having an aspect of identity rooted somewhere else. It can also refer to the experience of living in a white culture that consistently represents black people from a white, often racist perspective and the experience of being essentially forced to look at the self through others' eyes. It could be argued that the voice was launched to give black audiences an opportunity to see the world through their own eyes rather than through the prism of white, often-racist mainstream British media. This online publishing product was formed to encourage black British people and to slowly break down this social barrier between different races which is still represented in our media today.*

*The articles which are published on the voice are all achievements of black people and look at ways in which they have become empowered and successful. By looking at dominantly black British born individuals it has a niche audience which was the publisher's intentions as they wanted to have something that was inclusive to a specific audience. The voice doesn't just cover British news stories but looks at global issues and has a separate category for this. This represents just how far this paper has come from being a small newspaper to now being a large-scale site which is not only influencing British people but has now got a wider audience. As it is being targeted towards British black people and offers news stories directed at them often their news stories, even celebrity gossip is only on the lives of people like Will Smith and Kanye West who are strong figures for the black community. Gilroy's theory is valid here as it is evident that there is a gap in the media industry for products like The Voice, and by having these products it helps break down post-colonialism and helps each person despite their race be accepted in a wider community.*

*To summarise, Gilroy's theory strongly applies to the Voice as even though the social barrier between black and white people has been broken, our news and ideologies are very fixed on white British people and often use black people as scapegoats in modern society. By having The Voice, it looks at giving Black British people a chance to speak, by literally giving them their own voice in political and social news across the globe and in Britain.*

**And finally,** I was sent the following poem and asked if I would include it in a newsletter. My pleasure!

### **Lockdown**

Yes, there is fear.  
Yes, there is isolation.  
Yes, there is panic buying.  
Yes, there is sickness.  
Yes, there is even death.

### **But,**

They say that in Wuhan after so many years of noise  
You can hear the birds again.  
They say that after just a few weeks of quiet  
The sky is no longer thick with fumes  
But blue and grey and clear.  
They say that in the streets of Assisi  
People are singing to each other  
across the empty squares,  
keeping their windows open  
so that those who are alone  
may hear the sounds of family around them.  
They say that a hotel in the West of Ireland  
Is offering free meals and delivery to the housebound.



Today a young woman I know  
is busy spreading fliers with her number  
through the neighbourhood  
So that the elders may have someone to call on.  
Today Churches, Synagogues, Mosques and Temples  
are preparing to welcome  
and shelter the homeless, the sick, the weary  
All over the world people are slowing down and reflecting  
All over the world people are looking at their neighbours in a new way  
All over the world people are waking up to a new reality  
To how big we really are.  
To how little control we really have.  
To what really matters.  
To Love.

So we pray and we remember that  
Yes, there is fear.  
But there does not have to be hate.  
Yes, there is isolation.  
But there does not have to be loneliness.  
Yes, there is panic buying.  
But there does not have to be meanness.  
Yes, there is sickness.  
But there does not have to be disease of the soul  
Yes, there is even death.  
But there can always be a rebirth of love.  
Wake to the choices you make as to how to live now.  
Today, breathe.  
Listen, behind the factory noises of your panic  
The birds are singing again  
The sky is clearing,  
Spring is coming,  
And we are always encompassed by Love.  
Open the windows of your soul  
And though you may not be able  
to touch across the empty square,  
Sing.

from **Richard Hendrick** (Brother Richard) in Ireland March 13th 2020

Take care and Be Kind

Michael Gleeson  
**Executive Principal**  
Wootton Academy Trust

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Kimberley 16-19 STEM College  
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