



# NCS Newsletter

5th July 2024

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## Headmaster's Message



No sooner have the old Year 11 departed, we welcomed the New Year 7s for their induction day on Thursday this week. There were lots of excited, some nervous, children as they joined North Cestrian for orientation around the school and to experience the types of lessons delivered in secondary school. It's an important day for us too: establishing the Cestrian Way is vital for our continued high standards and success. I am grateful to Mrs Klutz and Mr Bailey for their work in organising this. Earlier in the week I had an Information Evening with the parents to outline our expectations and routines. I also gave notice

that I shall be looking to parents to support a development fund from September. Each penny schools receive goes on supporting the education and welfare of the pupils. The money is never enough, and I hope that parents will be able to commit to even £5-10 per month so school can build a sum to fund capital projects.

More on this in September.



*1 - New Y7 - Transition Day*

**Year 10** pupils have been on **Work Experience** this week. Mr Gallamore and Mr Boswell have managed to locate almost all pupils with an experience provider. Unifrog is the software application we use to plan and record these visits and Year 10 will now reflect on their experiences.

**Year 10s** have also been heavily involved in prefect and senior prefect positions. The process is rigorous: written application, speeches, interviews and ballots. We will be announcing the successful applicants next week but it was heartening to see how the Cestrian Character had been embedded in their language and delivery. All good experience for the future.

### **Sports Day**

Sports day is scheduled for the afternoon of 10th July. Unfortunately, we shall not be inviting parents to spectate this year. School numbers are now such that we find it increasingly difficult to ensure that the site is secure from unwanted spectators and unwelcome access to the fields. Nevertheless, I am sure the pupils will commit and perform in front of their peers.

### **Dates**

Mon 8/7-Tue 9/7      Stratford on Avon Trip

Wed 10/7              Sports Day pm

Fri 12/7                Own Clothes Day: to support Cest Fest - £3.00 – to allow own clothes and wrist band entry to Cest Fest.

Sat 13/7                CEST FEST 1200-1500: stall holder encouraged to set up early eg 11.00-11.30

Mon 15/7 GOING GREEN DAY – pupils in school uniform but with a green accessory eg green socks, head band. Non-meat menu in canteen, samples to try, 'green' recipes/demonstrations.

Mon 15/7-Wed17/7 Y10 Outdoor Activities Day

Wed 17/7 Hay Day - **ensure you have paid to access the fun activities. See parentmail.**

Thu 18/7 Term ends 1200

## Deputy Reflections



For information.

Dear

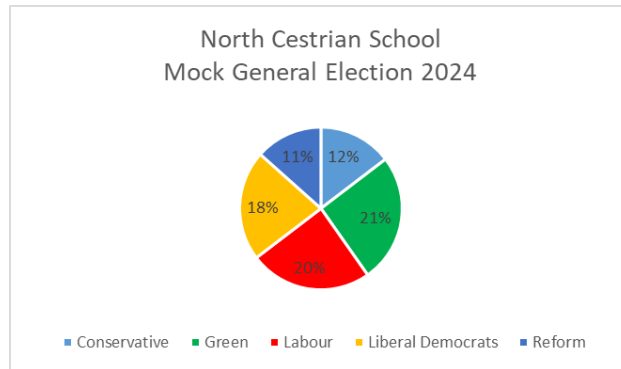
From September, The Year 9 lunch will take place between 1.40pm and 2.30pm. This is one period later than their lunch time this year, as the earlier one is for the younger year groups.

As ever pupils can use the canteen at break time and from 8am for breakfast. If a pupil is in receipt of the pupil premium grant we subsidise breakfast, break, and lunch time. After school extra curricular clubs also have cookies and juice for a quick refuel.

Thank you for voting in the North Cestrian School Mock General Election. A series of assemblies follow next week to look at character development in a political theme. This includes some of the more extreme great and not so great examples from the campaign of generosity, learning from mistakes, sophistication, responsibility, passion, and resilience.

Here are the school results...





*2 - Maybe the next generation want a change to the electoral system and the way the UK is governed?*

- See if you are on the [character news](#)
- Check out the latest [character development opportunities](#) or continue to build your [character bench mark certificate](#).
- [You can Nominate a Pupil for their Character Development here.](#)
- Pique your interest for the [cultural capital](#) and [send in your reflections](#)

## Academic News

From September, we will be expecting all pupils to be set and to use Seneca as part of their Prep. Teachers will still set Prep knowledge on Arbor and they will also set a Seneca quiz to consolidate that knowledge prior to the in-lesson prep test the following day. Teachers are currently trialing this to ensure that we all hit the ground running next year.

Pupils should be spending 15-20 minutes x 6 subjects per night completing prep. Additional Prep+ activities related to revision and consolidation will be set periodically, especially for Y10 and Y11. This builds the routines and good habits of regular targeted revision and testing to improve memory retention and identification of knowledge gaps.

This provides **many advantages**:

- Greater accountability and tracking for teachers and [parents](#) (regular completion of homework has been shown to very effective in improving pupil outcomes, especially if parents are able to hold pupils accountable at home);
- Teachers & pupils have greater knowledge of common errors which can inform lesson planning,
- Seneca can provide targeted questioning that allows pupils to give more attention to the bits they didn't understand.
- Spaced learning and pre-testing have been shown to improve long term retention and retrieval of information i.e. learning is more effective with regular testing.

- Pupils have access to revision and testing materials for all their curriculum subjects and beyond. They can work independently on any subject course, at any time. They are not limited to the assignments set by teachers.

Despite our move to an online platform to support testing and recall, it is very important that pupils **don't skip the learning phase**. They still need to study and memorise the knowledge. Seneca is just the tool we are using to test and reinforce the recall and transfer of that knowledge to long term memory. The Prep learning process can be found on page 20 of the Pupil Progress Tracker.

**Pupils must use their school login details to access Seneca**, otherwise they will not see the assessments set by teachers (click the CONTINUE WITH MICROSOFT option for login). To support pupils and ensure that barriers are removed for September, pupils will be asked to attend a workshop if they are not completing work and having problems with logins. Mr Bracewell and Miss Collins will be available at breaktime every day. After this support, failure to complete pre tasks will be sanctioned unless there is contact from home providing a reasonable explanation. We are also looking into support to provide suitable electronic devices at home for Prep. If this would help you, please let Mr Bell know. More information will be provided at a later date.

Parents have been invited to join Seneca to monitor their child's work (see screenshots). **Parents can control the notifications** they receive from Seneca (click name in top right corner, then go to settings and notifications to select the ones you want to receive).

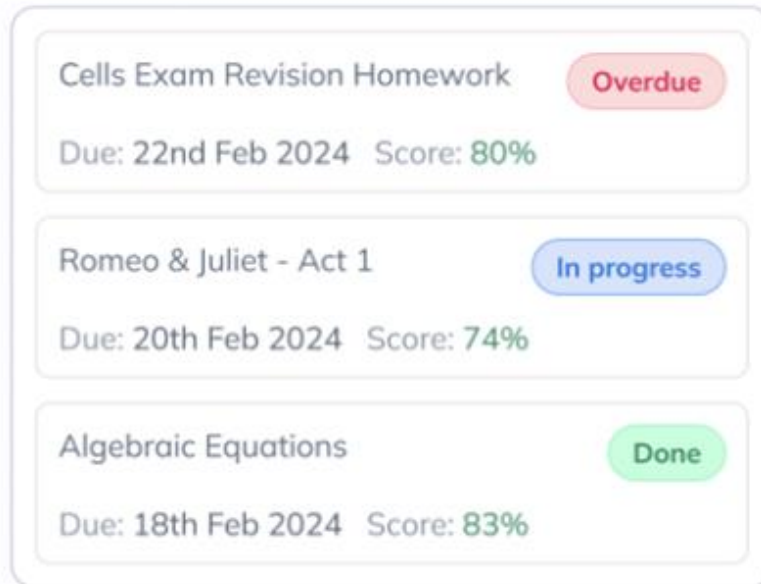
#### **Did you know...?**

- Research supports the setting of regular homework of 90-110minutes per night for greatest impact. Pupils who did their homework alone did 10% better than those whose parents helped them.
- 34% of pupils are more likely to complete their homework if parents engage with Seneca to check completion and praise the effort.
- Those who regularly use retrieval practice for revision outperform those who simply re-read notes by 17-26% and have lower stress levels in tests and exams.
- Students who don't test their knowledge overestimate what they have learned. Familiarity and recognition of the content fools the brain that the information is known and understood.
- Students who do very well in easy tests are more likely to feel like experts and overestimate their ability. While we want the confidence of pupils to improve, we won't apologise for making our class quizzes more challenging!

## Assignments tracking

Parents are notified when assignments are set & complete.

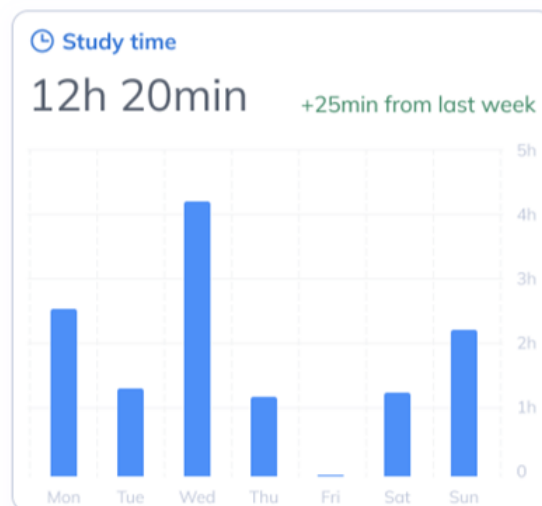
A student with a parent using Seneca is **34%** more likely to complete their homework on time!



3 - Assignment Tracker

## Weekly reports

Parents get concise weekly summaries of study activity



4 - Weekly Report

# Strengths and weaknesses

Parents can easily see where their child needs most help



5 - Strengths and Weaknesses

KS4 GCSE Art



GCSE Art Drop-in



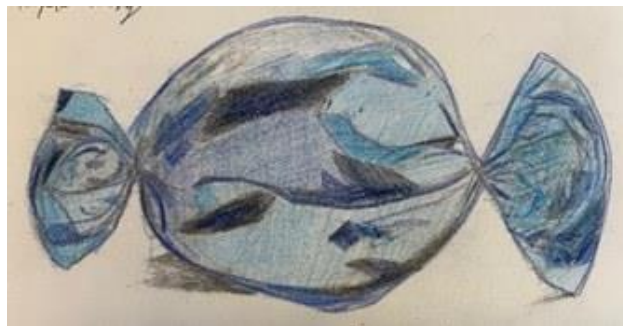
The Art room is open Monday, Wednesday, Thursday and Friday for students to drop-in and use the materials, equipment and facilities available in school. All GCSE students are expected to work on their projects for a minimum of two hours per week to allow them to attain the best grade they can achieve.

## KS3 Art

Y9 students are working on a project focussing on Food they have looked at a range of artists including Arcimboldo, Cezanne, Andy Warhol and focusing on Jon Burgerman. They have used a range of media to produce different studies.



6 - Y9 Art



7 - Y9 Art

Y8 students have been looking at the work of famous architects including Dame Zaha Hadid, Frank Lloyd Wright and Hundertwasser. Here are some of their Sgaffito studies based on the work of Hundertwasser.



8 - Year 8



9 - Year 8

Y8 Art

Y7 students have been looking at artwork of fish and their symbolism in different cultures. Here are some of their mixed media pieces based on their interpretations of the work of J Vincent Scarpace.



10 - Y7 Art



11 - Y7 Art



12 - Y7 Art



*13 - Y7 Art*

Demonstrating Cestrian Character – Independently produced art work. We enjoy seeing your independently produced artwork. Bring yours in to be rewarded with character points and stamps for your rewards passport.



## Engineering News



Exciting news in the Engineering Department with the arrival of a brand new Warco milling machine (*pictured*), this will be put to good use by our Year 11 pupils as they start to manufacture their NEA in September.



This expensive and industry standard machine was very kindly funded by the PTFA and will be a valuable addition to the facilities in engineering.

**Mr Cruxton, Head of Engineering**



*14 - Milling Machine*

## What Parents & Educators Need to Know about ONLINE TROLLING

The term "Trolling" refers to sending hurtful or provocative comments – often done anonymously online – to provoke a reaction or cause emotional distress. Anonymity can embolden people into saying things they wouldn't dare say in person. Euro 2024 and other tournaments tend to put an emphasis on this, with the abuse of both players and fans often increasing during such events.

### WHAT ARE THE RISKS?

**ESCALATION**  
Many trolls begin with silly, banal comments before moving on to a broader pattern of offensive messages and posts. They can also turn their attention very quickly to a new target if they grow bored with an existing one, which makes engaging with one fruitless at best – and potentially dangerous at worst.

**HIDEING BEHIND A SCREEN**  
Because trolls tend to use anonymous profiles, they enjoy a lack of accountability. This also means they often have multiple profiles, potentially switching between them regularly or posting across several of them at the same time, making a target feel as though there's no escape. After all, once you block one account, what's to stop them reappearing elsewhere?

**24/7 CONTACT**  
The internet has given us the ability to remain in contact at any time, from almost anywhere in the world. A troll having the ability to reach you whenever they want can leave you feeling like their abuse is unavoidable. While they don't see you in real life, they can message you at any time, reach out to your peers online and even try to discover your personal information to scare you.

### HATE SPEECH

Sadly, many trolls resort to spewing racial slurs, homophobic attacks and awful stereotypes, as these often stand the best chance of causing emotional harm. This can add a hefty degree of weight to their attacks, moving from what might charitably be described as "teasing" into a genuine hate crime. After Euro 2020, three England footballers were racially abused, resulting in several prison sentences.

**IMPACT ON VICTIMS**  
It's not uncommon for the victims of trolls to shut down their accounts, disappear from public life, and try to stay out of the crosshairs for a time – with some even leaving social media forever. This can have a severe impact on children and young people's connections to friends and the world at large, and may not even actually stop the troll. The victims' families, for example, may have online profiles that trolls can still access.

**NORMALISATION OF TROLLING**  
It is, regrettably, inevitable that some people will go too far in their criticisms or comments, both online and in the real world. This can lead to many people seeing trolls and their abuse as part and parcel of social media – an inherent risk of interacting with others online. This doesn't mean, however, that it should be considered "normal" or even tolerated.

### Advice for Parents & Educators

#### USE PARENTAL CONTROLS

While social media platforms (where most trolling tends to happen) aren't always helpful when responding to abusive behaviour, parents can set up screen time limits, so children only get to use certain apps at certain times. There's always the potential for trolling to occur anyway – such as friends showing screenshots to one another – but this would minimise the likelihood of children seeing it.

#### DON'T ENGAGE WITH ABUSE

A well-known adage on social media is "don't feed the trolls". Fundamentally, if a child identifies a potential troll online, it's best not to engage with that individual directly. Instead, consider setting up a log to gather evidence for reporting them later on, including screenshots and quotes where possible.

#### ENCOURAGE EMPATHY

While every professional athlete aspires to maintain high standards, it's important to separate the player from the person. A player's performance doesn't make them worthy of abuse, and that can often be forgotten by younger children who simply see the colour of the shirt without considering the person wearing it. For all the rivalries between teams, it's essential children understand that players are still human beings, with families and lives outside of sport.

#### BLOCK AND REPORT

While anonymous accounts make it difficult to block trolls permanently – or even for very long – it's still good practice to help children learn to control who can engage with them online. It's not worth "feeding the trolls", and it's more helpful to block them, report them, and try to move on. Blocking and reporting is an anonymous process, too, so there'll be no indication of who specifically blew the whistle.

#### Meet Our Expert

Lloyd Coombes is the Editor in Chief of GGRecon, and has been working in the gaming and tech industry for five years. A long-time fan of Arsenal, he's a parent who understands the importance of online safety. He's also a tech and fitness writer whose work has been published on sites including IGN, TechRadar and many more.



**#WakeUpWednesday**

**The National College**

Source: See full reference list on guide page at: [nationalcollege.com/guides/online-trolling](https://nationalcollege.com/guides/online-trolling)

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## A Rubbish Trip!

On Thursday July 4th, 14 pupils visited Longley Lane recycling centre as a reward for litter picking in the local community in the Autumn term.

We discussed the importance of correct recycling, played various interactive games to consolidate this knowledge and then had a tour of the facilities.

We were shocked to discover that there are on average 2 fires a day at the facility due to people throwing **batteries** into their household bins instead of recycling them correctly at the tip etc. (including vapes and their lithium batteries)

More info can be found here: <https://recycleforgreatermanchester.com/>

Thank you to Mr Kettle for driving us.

Miss D. Williamson

Teacher of Spanish



16 - Recycle Team





17 - Recycle Team



18 - Recycle Team

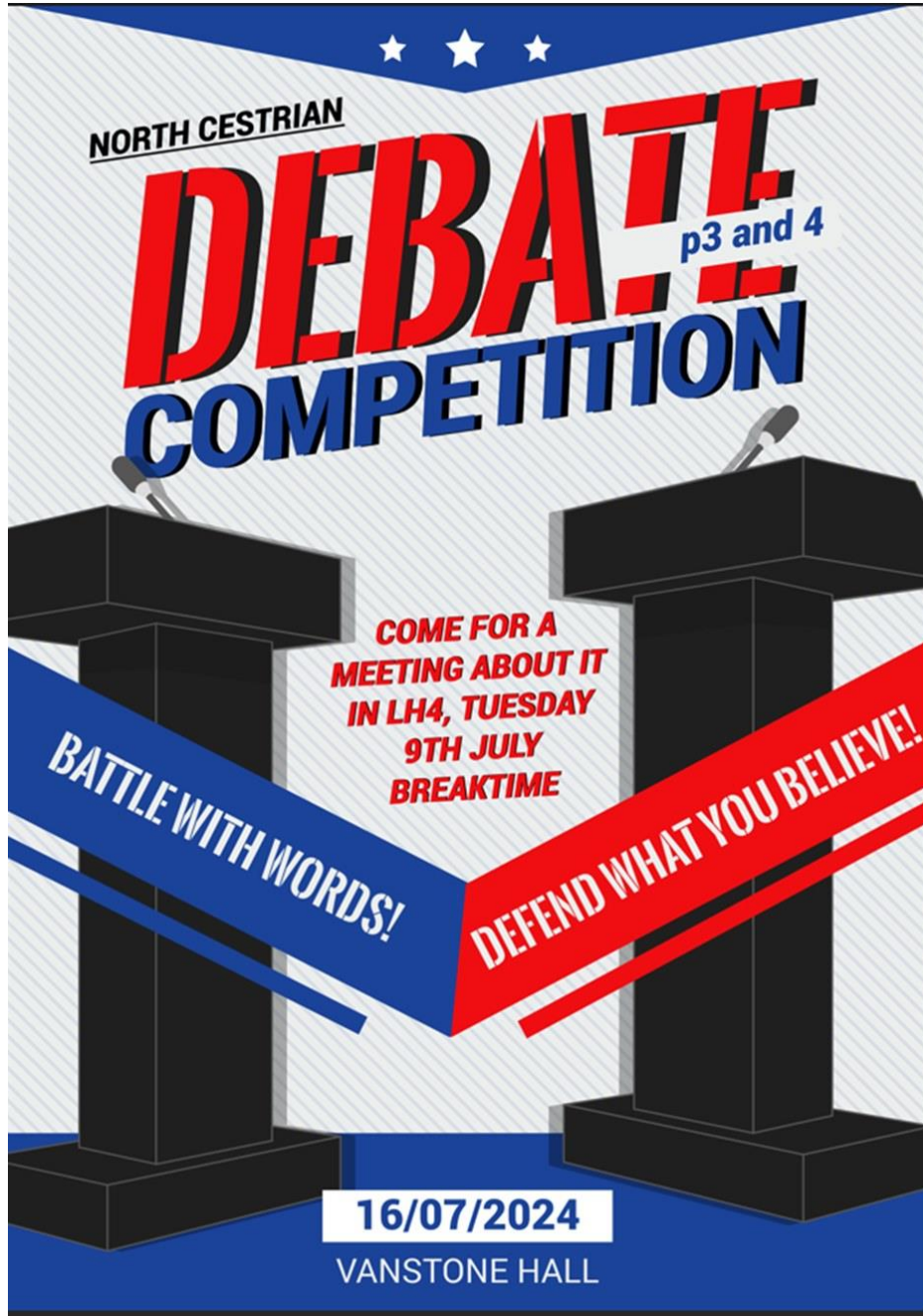


## Summer Concert

Last Friday, many of our musicians at NCS took part in the Summer Concert. The evening was a huge success and I'd like to take this opportunity to thank them for all their hard work throughout this year, attending rehearsals after school and during breaks and lunch times to prepare for the show. All musicians involved showed a huge amount of passion for music, as well as resourcefulness, resilience and purpose! I am tremendously proud of the show that they put together and I'm looking forward to the next concert in the new school year.



FINAL REMINDER - DEBATE COMPETITION



20 - 16th July 2024 - P3 and 4!

Cest Fest 2024!

BAKE OFF

COMPETITION Ask your Form Teacher for an Entry Form or collect one from T3 from Mr. Millard



*21 - Bake Off*

You can drop off your cakes on **Friday 12th July 2024**, and I will store in fridges in T3, or on the day itself, Saturday 13th July 2024 between 11am to 12noon

The cakes will be Judged at 1pm and the results will be issued at 1.30pm.

**Good Luck to all who enter!!**



22 - Cest Fest 2024



23 - Cest Fest 2024

Contact Us:



School Office - 0161 928 1856

Email - [office@northcestrian.co.uk](mailto:office@northcestrian.co.uk)

REPORT AN ABSENCE TO - [absence@northcestrian.co.uk](mailto:absence@northcestrian.co.uk)