



NCS NEWS

12th July 2024

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Headmaster's Message



The newsletter has made reference previously to 'British Values'. All schools are required to promote the prescribed list of: tolerance and respect for others' beliefs, individual liberty, rule of law, and democracy. Democracy has featured large these last few weeks. Pupils are voting for their 'Green Charity' donation on Monday, pupils and staff have voted for the prefect team, we have had our own 'general election' (no clear majority, likely coalition between Greens, Lib Dems and Labour) and of course the actual General Election. Mr Bell's assemblies have caught the pupils' interest as they considered the fairness or

otherwise of Labour's landslide victory. Most of our pupils will be eligible to vote in the next General Election so it's right to bring these issues to them.

As we approach the summer break, Dr Askey's article focuses on the loss of learning that takes place during the six-week holidays. We all recognise the need to recharge, so down-time is essential. However, keeping the grey matter ticking over by following the advice offered may well be the thing that gives your child the edge when they return in September.

The coming week is very busy with extraordinary events, so I will spend more space than normal fleshing these out. In particular, please ensure you have paid for Hay Day on Wednesday 17th. **No Pay, No Hay Day. See your Parentmail account.**

This is the final full newsletter of the academic year. I will release a small news update at the close of term.



1 - Hay Day 2024

Dates

Sat 13/7	CEST FEST 1200-1500: stall holders 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 Honours Assembly 1100 – presentation of awards and certificates.

Term ends 1200

Thu 22/8 GCSE Results

Autumn Term 2024

Term begins: **Year7** Wednesday 4th September 2024

Term begins: **Rest of School:** Thursday 5th September

Year 8&9 (P1)

Year 11 (P2)

Y10 (P3)

Deputy Reflections



Year groups look at Political Character this week against the back of the school mock general election and the real thing. Deep debates were sparked by the differences between the popular vote percentage and the percentage of seats. This included a question.... if turnout was 60% and one-third of people voted Labour, how many of a random 10 voters voted Labour?

Key character traits: **Responsibility – Service, Integrity, Ownership**

The 7 party leaders took the opportunity the opportunity lead – Purposeful (vision, leadership, autonomy) but with ultimate responsibility. All but one had changed since the 2019 election. How many more will change in the coming months?

[How many will change in the next few months?](#)

Learning From Mistakes – Self Aware, Adaptable. We look at Sunak's 'mistakes of Sky TV, betting, party gate and leaving D-Day commemorations early. These mistakes have been trawled over. Voters want to be sure lessons have been learned.

Generosity of Spirit – social, empathy. All leaders listen(?), understand(?), promise(?). Does Prime Minister Starmer do this in the speech <https://www.bbc.co.uk/newsround/articles/cp9vmexw81yo>

Passion and Purpose – enthusiasm, devotion, vision. Nigel Farage bases his strengths on this part of character.

- 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](#)

This week's sports' day was full of character and great performances. Not least was Isla W purposefully dominating her race, striding out for victory... then she slipped on the grass! Resilience kicked in..... Delapsus Resurgam..... a little generosity of spirit from a fellow competitor.... and she crossed the line. She is the real Cestrian Role Model Hero!



















Summer Learning Loss - Yes it's a big thing! KS3 Reports coming home next week. More information to follow via email.

Research has found that, on average, pupils lose 1-2 months of reading skills and 1-3 months of mathematical skills over the summer break which leads to pupils struggling to settle back into school in September. While a lot of the research highlights loss at Primary age, it happens at secondary level too. Our Y10 pupils can ill afford to lose their learning with 9 months (150 school days) on the GCSE countdown clock! GCSE pupils will be set summer work from most subjects to ensure that they keep reviewing and practising the knowledge and skills they have learned this year. Spread it out across the holiday, little and often for maximum impact.

The main [contributor](#) to summer learning loss is related to the amount of knowledge learned. The more pupils learned during term time, the greater the learning lost over the summer break. This reinforces the need to really understand how to make learning stick; how to ensure long term memory is supported by lots of retrieval practice (prep, revision).

For a number of reasons, socioeconomic factors are also related to summer learning losses. One reason may be linked to the long summer break being one of the [loneliest times of the year](#) for some pupils, who miss out on the social connections as well as the academic ones.

There are many explanations and areas being explored to explain the phenomenon of summer learning loss but [parental involvement](#) is crucial in the process of regaining that lost learning. There are things that parents can do to mitigate learning loss and a slow start to the academic year. Why not try:

- Outside learning, fun trips and activities that foster learning and creativity. Museum visits are often free and have been shown to improve knowledge, and problem-solving abilities.
- Encouraging new hobbies & skills – helping in the kitchen, garden, DIY, learn a language ([Duolingo](#)), learn to code, play chess, knit, juggle!
- Reading with your child – whether it's from books, news articles, recipes, instructions etc.
- Write a diary of events, experiences of the holiday – try different styles, from newspaper headlines to twitter or blog style texts, humorous, emotional, serious etc.
- Setting regular time aside for short quizzes or flash cards, using Seneca, Sparx, Reading Plus GCSEPOD, BBC Bitesize etc. 30-60 minutes a day makes a small difference to your day, but a big one to learning!
- Planning the year ahead and setting goals (big and small) - What? Why? How? (obstacles?) Writing lists of things to do and planning out the summer activities are all good problem-solving tasks that keep the brain active as well as being practically useful in keeping pupils engaged with the idea of a successful return to school.
- Limiting screen time and encouraging social and physical activity (60 minutes a day is recommended by the NHS). Physical activity can improve concentration levels, reduce stress and improve cognitive performance.
- Looking at the Cultural Capital activities from each subject on the school website or creating some of your own by writing about what you do in your summer break and what you have learned from it.
- What's on in Manchester this summer?

[Loads to do
Manchester](#)

[Creative tourist
North West for Kids](#)

[Summer of sport](#)

[Visit](#)



"Knowledge of languages is the doorway to wisdom."
(Roger Bacon)

What's On?....

Welcome back to Miss Williamson! And welcome on-board Mrs Jones!

Y7-9 : **Assessments** are complete. You should be receiving feedback.

Y7-8 - weaker areas continue to be the **verb endings** for **I /You /He /She/ It / We / They**. In your prep, actively focus on these to take your knowledge to the next level.

Y9 – **Speaking Test Feedback** : Areas for development are Speaking with "enthusiasm and expression"

Y9 into 10 - you will be sent some extra work for **preparing for GCSE** over the summer- please make sure you look on Arbor for the link

Y10 – Miss Williamson has been providing **speaking test feedback** in lessons this week. Pay close attention to the feedback you get from your speaking tests. Remember 3 tenses need to be present for a grade 5+. Do you know which questions you should prioritise to showcase your talents? Seek advice if you need more guidance...

Y11 – It has been a pleasure to teach you Spanish over the last 5 years. We hope you go on to appreciate the skills you have acquired – knowing that speaking a foreign language enhances your life, and provides the springboard from which to learn others.

Buena Suerte para un futuro lleno de amor, alegría y éxito.

Year 9 Trip to Barcelona 2024)

(16th -20th June



40 of our Year 9 students travelled to Barcelona and we had a fun-filled, action-packed week visiting the Barcelona Centre, The Aquarium, Las Ramblas, La Sagrada Familia, The Museo de Ciencias CosmoCaixa and Monserrat High in the hills! We shopped, we made wonderful chocolate creations, we swam in the amazing campsite pool, we feasted on Spanish classics like paella (Para ella!), calamares, tortilla española, and chocolate con churros, and even learnt a few Latin American dance moves in the Rumba and Salsa class. Many of us tried out our Spanish and many were complimented on their accents and have a go attitude!

Special mention to **Jayaan P** – what a Spanish Star!!



2 - Barcelona 2024



3 - Barcelona - 2024



4 - Barcelona - 2024



5 - Barcelona - 2024



6 - Barcelona - 2024



7 - Barcelona - 2024



8 - Barcelona - 2024



9 - Barcelona - 2024



10 - Barcelona - 2024



11 - Barcelona - 2024



12 - Barcelona - 2024



13 - Barcelona - 2024



14 - Barcelona - 2024

Tapas Night - 2024
our 'Spanish Waiters!

Thank you to all of



15 - Tapas Night



16 - Tapas Night



17 - Tapas Night



18 - Tapas Night

We would like to see more of our students getting involved in the many opportunities offered by the Department. If you have not yet completed a Cultural Capital opportunity, why not have a go this summer?

We would love to hear about a holiday in a Spanish speaking country, or why not learn a Spanish song, watch a film, read an article, or have a go on Duolingo?

It all counts if you let us know about it...

Anthea Bell Prize Update:



Congratulations to **Anjali J** who has been awarded a Commendation for her translation in the Anthea Bell Prize. She has shown resilience, responsibility and intellectual curiosity in her approach to her work in the club, and her hard work has paid off!

This competition was set up by the University of Oxford in 2020 and aims to promote a passion for modern languages. Students were asked to translate a challenging, authentic story from Spanish into English. It was especially demanding because the texts are deliberately chosen so that online translation tools such as Google Translate cannot be used. Students who participated in the competition were provided with a glossary of key words and could use a dictionary for extra support.

The competition gave students the opportunity to go beyond deciphering the literal meaning and encouraged students to produce a creative translation. These skills are especially useful at GCSE and beyond. Anjali's translation read smoothly and fluently whilst retaining the original ideas, cultural references and flavour of the original text – no mean feat!

Year 7 worked on texts called "Basajun" and "Basilisco". Anjali's piece was selected from 16,000 entries with 3,600 being judged by the University of Oxford prize organisers.

Year 8 and 9 worked on several preparatory texts. One such text called *El chico de la flecha* is set in Roman Hispania in the first century and follows Marco, the protagonist and Aselo, his friend. Pupils were then asked to complete a translation of a paragraph from the novel *Los tres peregrinos* by Ana Alonso. I hope by working on these texts, pupils have gained an interest in reading more widely in Spanish and given them the confidence and skills required to progress in their Spanish studies.

I am incredibly proud of all the work produced by students in the translation club. Their dedication and inquisitiveness to work out the complex idiosyncrasies of the language has been fantastic to see. I hope the certificates you receive bring you as much joy as I have had teaching you all in the Anthea Bell extracurricular club.

Mrs. Collins



19 - Anthea Bell Commendation

Estrellas del Trimestre

We have some amazing Gold, Silver and Bronze winners.

Have you made a great contribution to the lesson? Did you get 100% on your prep quiz? Have you done a great piece of classwork? 3 stars in the margin = sticker . 5 stickers = stamp.

Here are our awards for the year:

Yr7: Harshi V * Asmita P * Antoni M * Anjali J * Eleanor B * Dharanyaa R * Yusuf A * Hasan D * Batool A* Sarah K

Y8: Gaby R * Daniel T * Curtis K * Selma L.F.* Sofie Ashraf

Y9: Hana A * Hayston W * Hannah W

Y10: Teegan G * Nadeerah H* Devin L : Brigitte H



For being enthusiastic, passionate learners; making improvements; showing resilience by pushing themselves to progress ever further, learning from mistakes; and impressing with their knowledge and attitude to learning.

Buenas Vacaciones a Todos!

Rubik's Cube Competition

Here are some of our amazingly skilled entrants to this year's Rubik's Cube Challenge. Their speed at unscrambling the 3x3 cube was incredible!



20 - Rubiks Cube Competition

Highlights included Marcus C completing the cube in 25 seconds, Nevin L in 39 seconds, Katie C and Arnav M in just over 1 minute and Mrs James in just over 2 minutes. We also appreciated Harshi V's organisational contributions to the event in her role as Maths Ambassador.

Who will prepare to join us in next year's Rubik's Cube Challenge?!

Esafety:

What Parents & Educators Need to Know about SHARING INTIMATE IMAGES

An intimate image depicts sensitive – often sexual – content, and sharing these photos or videos is commonly known as 'sexting'. As of January 2024, it is a criminal offence to distribute any intimate images shared by a third party without consent, with offenders facing prison time. Naturally, misuse of intimate images can lead to emotional distress and reputational damage.

WHAT ARE THE RISKS?

- EMOTIONAL DISTRESS**
Victims of the misuse of intimate images and so-called 'sexting' (blackmail involving sexual material) often experience significant emotional distress. The threat of having these photos or videos shared publicly can lead to anxiety, depression and a sense of helplessness. This emotional turmoil can affect daily life, academic performance and personal relationships.
- DAMAGE TO REPUTATION**
Intimate images being made public can severely damage a person's reputation. This can lead to bullying, social ostracism and long-term impacts on personal and professional relationships. If a blackmailer gets their hands on any intimate images, the fear of reputational damage can also make a victim far more vulnerable to ongoing extortion.
- PRIVACY VIOLATIONS**
Once intimate images are shared online, it can be difficult to quickly control where they wind up and who else sees them. This loss of privacy can have lifelong repercussions, including identity theft and persistent online harassment.
- FINANCIAL EXPLOITATION**
Perpetrators of sextortion may demand money from victims under the threat of releasing their intimate images publicly. This can lead to severe financial problems for victims and their families, compounding their emotional and psychological distress.
- LEGAL CONSEQUENCES**
If a child or young person creates and/or sends intimate images to others – especially adults – this is considered a form of child abuse under UK law. Having to disclose this type of abuse, although necessary, can be harrowing, leading to further trauma. It's crucial for parents, carers and educators to understand the legal processes and be able to provide proper guidance and support.
- TRUST ISSUES**
Sharing of intimate images without consent can lead to long-term trust issues. Victims may find it difficult to trust others, impacting future relationships and their ability to form healthy, supportive connections. This erosion of trust can have profound effects on mental health and social wellbeing.

Advice for Parents & Educators

- FOSTER A CULTURE OF OPEN COMMUNICATION**
It's vital to encourage open communication with children and young people about the dangers of sharing intimate images. Create a safe space where they feel comfortable discussing their online activities and any concerns they may have without fear of judgement. Be sure to respond to any worrying information with an attitude of support and learning.
- PROMOTE DIGITAL LITERACY**
Digital literacy is incredibly important for children and young people to understand how to protect their privacy online. Teach them about secure online practices, such as using strong passwords, enabling privacy settings and recognising suspicious behaviour. This empowers them to be proactive in terms of their own safety.
- EDUCATE CHILDREN ON THE RISKS**
Children and young people often want to understand why certain rules are in place. Educate them about the risks of sharing intimate images online, explaining the reasons for monitoring and other security measures. Highlight the potential for misuse, including sextortion, and the long-term consequences that can arise from these actions.
- PROVIDE SUPPORT RESOURCES**
Ensure that children and young people know where to seek help if they become victims of sextortion or any other online abuse. Help them identify in advance which adults they can turn to and provide them with information about trusted resources like helplines (e.g. Childline) that they can access if they need help.

Meet Our Expert
Gabriella Russo is a safeguarding and neurodiversity consultant with over 30 years' experience working with children, families and adults in education, local authority and mental health settings in the UK and abroad.

#WakeUpWednesday
The National College



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