



# NEWSLETTER

25 November 2022



I can't say I'm a huge football fan. I once attended the Manchester derby at a time when George Best was playing though the most I remember was being stuck behind a brick pillar. And growing up, a lot of football was tainted by violence on the terraces and then racist abuse at players. So, my somewhat jaundiced opinion of football was softened when, as a university student, I walked through the streets of Newcastle on match day surrounded by fans consisting mostly of families in their black and white singing in support of 'The Toon'. The mood was friendly and good natured. I think the game has done a lot to improve its own image and, along the way, tried to be a force for good. It's tempting to alight on the celebrities and those who fall from grace, but I suspect most recognize their privilege, will tell of their passion and hard work to achieve success and want to give back to society. The great Liverpool manager, Bill Shankly famously said, *"Some people believe football is a matter of life and death, I am very disappointed with that attitude. I can assure you it is much, much more important than that."* He also said, *"Pressure is working down the pit. Pressure is having no work at all. Pressure is trying to escape relegation on 50 shillings a week. Pressure is not the European Cup or the Championship or the Cup Final. That's the reward."* His grounded approach, even to his greatest passion, is right. No matter how far England or Wales progress, it's good to be reminded that 'it's just a game' - to be enjoyed and shared, but not to fret about at the expense of others.

### Cestrian ABC

**Academic.** A phrase that can turn teachers' blood cold is "The head's been on a training course". It can mean, "Right, stop what you're doing, from now on we're going to do it like this". And for older teachers this can sometimes mean doing things that they were doing twenty years previously. So, I spent Tuesday at a school in Staffordshire. That school, like North Cestrian, is part of the Cognitive Science Network of ten schools up and down the country whose aim is to work together to use the best of cognitive science research to improve teaching and learning. What this means is that our practice – how we teach – is evidence based to be effective. My day confirmed what I knew: our approach is right and we are doing it well.

**Behaviour.** Most mornings pupils attend large group assemblies. Their movement in and out, their attention and habit of using their learning journals is a joy to see. It is a great way to start the day and makes me very proud of them all.

**Character.** Cestrians are certainly generous of spirit, with over 30 pupils taking part in a climb, ascending the equivalent height of Kilimanjaro next Saturday. This is being done to support the school charity ACEF and thereby providing children less fortunate than ours with basic educational materials. Thanks to Miss Few and the school charity reps for organising this.

**Dates for Diary:**

8/12  
Carol Service  
9/12  
Own Clothes

13/12  
Y11 PCE

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# DEPUTY REFLECTIONS - CHARACTER EDUCATION



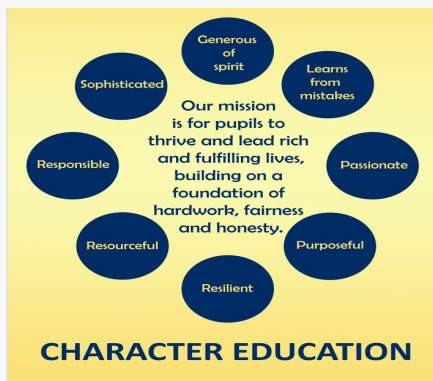
**Let's encourage investment in discovering opportunities and taking ownership for a rich, fulfilling life.**

*The Arbor Portal keeps a record of Character development. Click 'Statistics', 'Character Points' - expand menu.*

"We have to accept responsibility for our actions: all we have done, all we have not done" - Hubert Selby Jr

Pupils are guided in 8 character traits of NCS's character education programme. In lessons and beyond school, pupils have opportunities to pursue new discoveries and are assisted to own the next steps in the development. Click the poster!

Plan to experience and act on opportunities that build a rounded character. Send me genuine, sustained and significant examples of your pursuits rooted in the categories below. Your examples should contain a photo, written reflection referencing character traits, and evidence or certificate or reference from leaders.



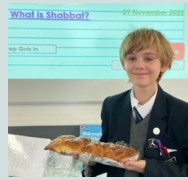
Coming Soon! Claim your Character Benchmarks certificate	Volunteer	Community Work	Artistic	Performing	see Cultural Capital Page
		Debating	Leisure Pursuits	Sporting	Competitive Team / Individual

**CHARACTER EDUCATION**

Do you know someone who is building their character?  
Click to nominate a pupil.  
**Investing in character development together!**

This week was full of pupils beginning to realise that it is their own actions which make the big difference. Pupils are guided in the Use of Feedback (Learning from Mistakes) and a realisation that Cestrians are responsible.

**Dulcie B (Y9) - Rounded character:** "I had the opportunity to go on a weekend to Preston for a music trip at Winmarleigh Hall. I learned a piece of music within 5-6 hours and performed it to an audience. We also did some team bonding activities of archery and a giant swing where you had to pull each other up to a height and let go - amazing time!" **Juno M (Y7) - sophisticated:** I have watched the film 'The personal history of David Copperfield' (2019). It has been adapted from a book by Charles Dickens written in 1850. There were many examples of our school motto 'delapsus resurgam'. Dickens drew from his own upbringing and in many ways, he is comparable to David Copperfield, so the story is a sort of easy-going autobiography". **Theo H (Y8) pictured, - resourceful:** has baked some bread which he brought in to share with his RE class who are studying Shabbat.



**Ruby H (Y10) - learns from mistakes:** working with peers to improve first drafts in English lessons. **Elliot C (Y10): resourceful**—making his own revision timetable. **Kevin G (10) - responsible:** a simple example but making such a difference - lost his booklet, asked for a new one to print himself and then copied up!

**Tharshika A Y9 has worked with Mr Cliffe to bring you...**

FREE TASTER SESSION!  
ARE YOU PASSIONATE,  
PURPOSEFUL AND KEEN TO TRY  
A NEW SPORT?!

**JOIN THE NORTH CESTRIAN TAEKWONDO CLUB**

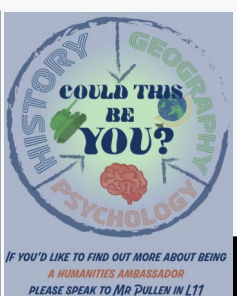
JOIN US!  
TUESDAY DECEMBER 10TH  
3:30 PM - 4:30 PM  
NCS SPORTS HALL

ALL ABILITIES WELCOME! FROM FIRST TIMERS TO EXPERIENCED TAEKWONDO ATHLETES!

**Click the image for this week's Character Development Opportunities.**

**Pop/Chamber Choir**  
KS3 – Thursday lunch (5a)  
from 13:00 – 13:30

KS4 – Thursday lunch (5b)  
from 14:00 – 14:30



**ROYAL SOCIETY YOUNG PEOPLE'S BOOK PRIZE 2022**

Y7, 8 + 9 are the judging panel on Fri lunch 13:30 to 13:40 in S3

Science Library - Friday lunchtimes. Outside S4. Borrow and return books. Quiet reading.

Business passion? Year 9 Wed / Friday break. Must attend to prove your option choice!

Email [m.bell@northcestrian.co.uk](mailto:m.bell@northcestrian.co.uk) to secure your place at the session led by Tharshika's club coach!

Read the News / Write the News 12:50 to 13:20 Gold Wednesdays. Y7-9 try out your skills as a journalist. The Write Way is at 12:50 to 13:20 on Blue Wednesdays. Write stories, poems and scripts. See Mrs Ritchie.



Come to lunch with Stuart Maconie.... Author, BBC Broadcaster and Guardian/NEM music journalist, Stuart Maconie, will be coming to school on 8<sup>th</sup> December. If you are interested in journalism, music or writing and would like to join him for a free lunch, please send Mrs Ritchie 50 words explaining why you would like to have lunch with Stuart.

**STEM CLUB**  
Wednesdays 3.30-4.40pm in S3  
28th Sept – 14th December Earn a Bronze CREST Award  
Teams of students design their own investigation and record their findings, giving them a taste of what it is like to be a scientist or engineer in the real-world.

**Astronomy Club**  
Monday 15:30 - 16:30 S2  
Reading + in S1 at break

**Gardening Group**  
Thursdays 3.30-4.15  
In the Garden Area



# DEPUTY REFLECTIONS - CULTURAL CAPITAL



**Cultural Capital is the essential knowledge that we need to be educated citizens. It is the best that has been thought and said, and helps to grow an appreciation of human creativity and achievement.**

*The Arbor Portal keeps a record of Character development. Click 'Statistics', 'Character Points' - expand menu.*

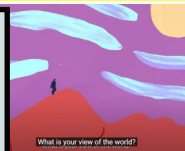
*"You cannot escape responsibility by evading it today" Abraham Lincoln*

Pupils are guided in the acquisition of cultural capital both in lessons and beyond school. It may be the origins or foundations of thought. It may be the deeper broader details or the where next and what ifs. It may be beyond the lesson or exam but yet essential to kindle passion, discover purpose, broaden horizons and enable sophisticated discussion.

Know someone building their cultural capital?  
[Click to nominate.](#)

Plan to take these opportunities that build your cultural capital. Then make use of it. When you do this in lessons, teachers will award points. They will guide your next steps to go deeper and develop further. They will test your sophistication - is it genuine, relevant and significant? rounded character. **Subjects will use lesson based cultural capital opportunities.**

**Teachers taking opportunities:** Mr Worswick - Mens, Womens, Wheelchair + physical disability World Cups took place in England. As a passionate rugby league fan and community coach, I have had the opportunity to attend coaching sessions with the Papua New Guinea and England coaches. These sessions have been filled with character opportunities. The coaches have been generous of spirit offering resourceful tips and to practice repeatedly to learn from mistakes.



What is your worldview? Where do you stand?

## Nominated Achiever

**Joud A (Y10) Generosity of Spirit** - October Tough Mudder to raise money for the Mustard tree charity. This charity helps the homeless and poor. [Just Giving Page](#). Can we get to £500?

**Mica M (Y9) - rounded character:**



our synagogue hosted a special visit by a 94 year old holocaust survivor from Israel. Dov Landau survived 5 ghettos, 2 camps and the death march. His story is truly inspiring and we joined him all weekend in celebrating his life.

Mischa G (Y8) - rounded character: went to the Jewish museum and the Gurdwara. Lots of new knowledge + experience!

**Click the underlines and images below for beyond lesson, topical and contemporary cultural capital.** Pursue what you are most curious about. Email me with your first reflection on the source material. Write a 100 words summarising the main points. Then 100 words analysing why it is important? What is means for the future? Why is it cultural capital? Are you inspired? Again, our experts will guide next steps.

**Business: [CEO Secrets - Which Cestrian character traits can you identify?](#)**

Thinking of Business for GCSE? Drop in to U3 Wed/Fri break

**[Choose Your Influential Musicians](#)**

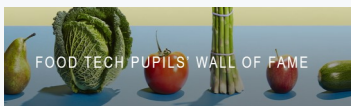
**[Statistics: Is the collective wisdom of a crowd smarter than an individual expert?](#)**

**English: November is the month for remembrance,**

- 1) **Research a war poet and present your exploration of their life, experiences and works.** (Wilfred Owen, Siegfried Sassoon, John McRae, Rupert Brooke).
- 2) **Record or live present a poem from memory showcasing dramatic expression.** (*Anthem for Doomed Youth* by Wilfred Owen, *The Hero* by Siegfried Sassoon, *In Flanders Fields* by John McCrae)
- 3) **Write your own war poem.**

**Humanities Breakfast Movie Club**  
Wednesday's 8am.  
Sign up on U12 Door

**Humanities in the News: See the Cultural Capital on the corridor.**



FOOD TECH PUPILS' WALL OF FAME

**Food: we use the best theory, watch the best skills, then create amazing products!**



**Can you make Art History?**

**Computer Science: Share and discuss articles, videos & podcasts that you find that support legal, ethical, cultural & environmental aspects of technology.**

**Email me with how you are building your cultural capital in your own way**

**Curie-osity Club - discuss big science in T2 KS4 lunch Gold Thursdays**



**MFL: topical challenges every month - win tapas, restaurant visits and certificates**

Reading	novels	specialist magazines	journals	newspapers	
Visiting	museums	galleries	museums	theatre	Further education
Listening	orchestra	choir	podcasts		
Watching	films	Current affairs	documentaries		
Doing	volunteering	Creative writing	Making / designing	Sports	
	Experiencing new places and cultures	Getting a head start on next year's study			

**Science: [How do scientists allow us to celebrate Diwali and bonfire night?](#)**

**Tomorrows engineer's week watch the video and write an article reflecting on the role of engineering in our future.**

**What festivals are happening in 2022? Identify the religion, the celebrations and any diversity of traditions that exist.**

## Are you learning or performing?

A significant number of pupils focus on “performing” at school instead of learning.


Research evidence suggests that performance can actually hinder long-term learning. This is because the focus on rapid results that happens with performance can promote ineffective learning strategies and give a false sense of confidence.

**Performance is what can be measured and observed.** It’s the relatively short-term impact of being taught something. However, this doesn’t mean that the knowledge will be retained and recalled tomorrow, next week, next month, and come exam season. Performers aim to impress or please others, including their teachers.

**Learning is the process of accumulating knowledge and being able to make the connections** with previously learnt information. Learning is a self-focussed activity. It is often not easy or straight forward as it requires wrestling with concepts, often known as ‘desirable difficulties’.

**Desirable difficulties** reflect how learning tasks need to be challenging in order to promote thinking hard about the topic. By doing so, knowledge is more likely to be learned and remembered. This means there needs to be an element of failure to it, learning often comes from working through the mistakes we made. In contrast, the aim of performance is to minimise the failure rate to as low as possible.

So, while performance is the short-term display of knowledge and current ability, learning is the ongoing development and accumulation of that knowledge. **You should be aiming for learning, as long term, that is the only way to consistently increase performance when it really matters.**



**LEARNING vs PERFORMANCE**  
by @inner\_drive | www.innerdrive.co.uk

LEARNING	PERFORMANCE
Long-term change in knowledge and understanding	Short-term, temporary and observable reflection on current ability
No judgement	Feel judged or assessed
Measured against previous self	Measured against others
Low pressure	High pressure
Emphasis on improving yourself	Emphasis on proving yourself
Done in private or public	Often done in public
Development is the primary reward	Winning is the primary reward



### Sport e.g. football

**PERFORMANCE** – taking penalties requires practice to reduce the risk of failure when under pressure in a match

**LEARNING** – players learn from the errors in practice to improve and perfect their skills. They learn how to read the goalkeeper to select the best shot as well as how to make that shot.

Their learning impacts their performance.

### TESTS – are you learning or performing?

**PERFORMANCE** – you leave revision to the last minute and cram as much as you can to get the best score you can. Tests are “a big thing” that you feel pressure to do well in OR fear the pass/fail judgment. You compare your scores to your friends.

**LEARNING** – your revision is ongoing all the time. You revisit information “little and often”. You ask questions to clarify, you learn from the mistakes you made in class – revisiting purple pen comments. You focus on the knowledge and see the test as a way of identifying what you know & don’t, so that you can improve. You look at your own improvement in scores rather than how well you did compared to others.

### PREP – are you learning or performing?

**PERFORMANCE** – you focus on the prep score, you often can’t remember or use the knowledge in lessons. You may copy answers to show “did” the task, but haven’t really engaged with its meaning. You copy or recall information once in your prep book instead of repeating until it’s memorised.

**LEARNING** – you take time to ensure that you can recall it without looking at notes. You think of ways to remember and link to things you already know. You can apply it in lessons and remember it a week (or more) later.

## Pastoral Directions

Hello North Cestrian! Welcome to the page of all things pastoral!

### Personal Development

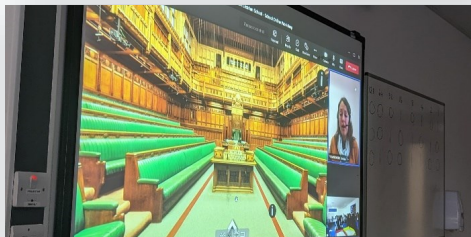
This fortnightly PD topic is looking at finances. The headmaster's assemblies this week have been talking about the acquisition of wealth and the moral concerns surrounding it. At North Cestrian we constantly refer to our mission statement. We want our students to:

*Thrive and lead rich and full-filling lives.*

This is not in reference to being financially rich but richer in experiences, satisfaction, achievement and success. Under the heading of finances, we are looking at financial choices In Year 7, Enterprise in Year 8, Ethical Consumerism in Year 9, Gambling (and the problems that can arise from it) in Year 10 and Budgeting and Debt Management in Year 11.

### Parliamentary Virtual Tour

On Wednesday of this week a group of our Year 11 students got the chance to be shown around the Houses of Parliament with a virtual tour which was run by the parliamentary education committee. Sir Graham Brady sent his apologies as he wanted to be present to answer questions from his young constituents but was unable to attend due to parliamentary duties.



During the session, the parliamentary educational guide asked our student some very difficult questions regarding the creation of laws and the role of our monarch. North Cestrian answered all questions superbly; well done all!

**\*\* KS3 IMPORTANT NOTICE \*\***

## LITERACY FAMILY WORKSHOP

Miss Johnson will be hosting a virtual family Workshop on **Tuesday 5 December** for all Y7, 8 and 9 parents/carers.

More information will be sent on Monday next week, so please keep an eye on your emails!



**This week** we would like to showcase some of the work that has been produced for English Cultural Capital tasks. We have had some excellent submissions which show how our pupils are thinking widely and deeply about the topic we are studying and developing their understanding and creativity through completing the Cultural Capital activities. Here are some examples of creative writing that has been submitted linked to the theme of World War One and Remembrance.

## **Diary of a soldier by Demah F, Y8**

Dear diary,

I am writing to tell you about my shocking and painful survival of the war. We all thought it was fun and games and that we would come back by Christmas, so off we marched to our doom...

### Day 1:

Dear diary,

Hi! I am so excited. Knock em dead, eh? They won't know what's hit them. Christmas will be lovely, and I will tell stories of my triumph to my family. We all arrived in our pristine uniform; me and the lads were first in line and ready. Little did we know what was waiting for us.

### Day 56:

Dear diary,

It is almost Christmas I hope we will be back soon. For now, we are showing little to no progress, but I've got to keep my head held high. Right? I haven't washed in months; my beard is so thick you could call it a jungle. Sadly, Felix (one of the lads) has gone down with trench foot. The poor fella can't walk I can hear him grunting, struggling, cursing each passing day and my heart is filled with sorrow. This is not what they said was going to happen.

### Day 71:

Dear diary,

I have been deceived.

### Year 2:

Dear diary,

All the lads are gone. I am all alone in this land of despair. Lies, lies, lies they all spoke to us. Ever since my friends have passed away, I have really noticed what war is like and how dreadful the physical

conditions are. I have lost my arm but not just that I have lost my spirit, my soul, my life. It is nothing like they said it would be. Christmas has come and gone, lives have been abducted and we are left to rot as humans with no souls, no hearts, no joy, just pure darkness and terror consuming us. 'Dulce et decorum est pro patria mori' I was told. I realise now that I have been deceived, and all for what? This! They don't care about us they just want a successful country at any cost. No matter who they stamp on. They have left us with nothing. Now we are just bodies, things, creatures. They have stripped us from our human nature. We are rotten decayed shells on the outside and lifeless, distraught souls from within.

## **Trench seekers by Niles M, Year 8.**

Traumatic experience  
Terrifying to watch  
Death knocking on the door of those trench seekers  
Not what it seems  
Far from the dreams  
Here a BANG! A BANG over there, and cries everywhere  
Constant ricocheting of bullets behind  
Many falling lame  
for the thing they called fame  
Shells landing, giving a shock  
Gas masks on when one so unfortunate scrabbles hurriedly  
Chocking, Grasping, Dying  
A terrible sight in their blood shot eyes  
It's not what it seems.

## **Soldiers, Come On! by Reece L, Y8**

Soldiers, come on, don't be late!  
You are going to decide the fate!  
You may come back sick and pale,  
But that's better than if you fail!

Come on lads, it's a small fight!  
You must do what everyone thinks right!  
Go onto the field and show your might!  
You may come back sick and pale,  
But that's better than if you fail!

Think of it as a tug of war,  
There may be gore,  
But it's all for decor!  
You may come back sick and pale,  
But that's better than if you fail!

Go and show them what you can score!  
Go and save your country, my friend,  
Go and do what's right, my friend,  
Go and show them who is the best,  
And you can tell them that it's you, with zest!

## **Poem from the trenches by Abby D, Y8**

Standing in a trench of vile, stinking mud  
As the bitter cold freezes your blood.  
Then, the artillery shells explode and a green sea fills the sky  
As you watch your fellow soldiers take one last breath and die.

The moon is slightly peaking over the hill  
Whilst the dead on the rope hang silent and still.  
Trying to sleep in the stench and grime  
As soldiers think they have no more time.

Looking around,  
Seeing bodies scattered across the ground  
I hold on to my life with all my might,  
Just knowing this will be my last ever fight.

# Physical Education & Sport

It's all about health!

This week, many of our students had the opportunity to work alongside St John Ambulance and Save a Life Manchester in first aid and life saving workshops!



Save a Life Greater Manchester  
@SJASaveALife

We believe it is vitally important young people learn life saving skills. Today we are delivering free awareness sessions for the students at @CestrianNorth as part of our campaign with @BBCRadioManc. If your school would like to invite us down for free email [savealife@sja.org.uk](mailto:savealife@sja.org.uk)



We look forward to welcoming SJA back in the new year for more workshops with our pupils.

We are incredibly proud of the responsible & purposeful Cestrians who took part.



# ALSO IN SPORTS NEWS.....

Year 10 netballers had a fantastic evening of netball on Thursday 24<sup>th</sup> November. They drew against Stretford Grammar School, were beaten by Urmston in a close game but then had a great **5-1 victory** in the final game against Flixton. It was a great team performance with the girls showing that they had made great progress, as last time they played Flixton and Stretford Grammar they lost, but the practice had paid off and this time the girls were rewarded with a draw and win! Ms Bradford would like to commend the girls on the Cestrian Character that they showed.

They represented the school a positive way, lots to celebrate! Well done to the year 10 netballers!



# CHARITY NEWS - ACEF



Providing dignity and opportunity through education



## Kilimanjaro Virtual Climbing Event

Our ACEF Ambassador team are very excited to be taking part in a virtual climbing event where we are working together as a team to climb the height of Kilimanjaro – the nearest mountain to the orphanage in Kenya AND the highest mountain in Africa at 5895m. This will be taking place at Awesome Walls in Stockport on Saturday 3<sup>rd</sup> December.

Helping to feed the children in the orphanage and school supported by ACEF is one of our main targets as a charity because children cannot concentrate when they are hungry so ACEF contributes around £1000 a month towards this goal. A huge thank you to all those who have already sponsored our climb and please consider giving even just a few pounds for this worthy cause. Please use the QR code at the bottom to contribute to our Just Giving page for this event.





North Cestrian PTFA

# OWN Clothes DAY



**Friday 9th December 2022**

£2 Via ParentMail PMX this also gets you a free entry into the Christmas Raffle!

For more information: 0161 928 1856 / visit us:  
[www.northcestrian.co.uk](http://www.northcestrian.co.uk) / @northcestrian pta

NORTH CESTRIAN PTFA:

# CHRISTMAS

# RAFFLE

YOU HAVE TO BE IN  
IT TO WIN IT

See next page for a list of raffle prizes!!

**FRIDAY 9TH DECEMBER 2022**

GET YOUR TICKETS NOW, VIA PARENTMAIL PMX £5  
FOR 5 OR £3 FOR 3 FOR A CHANCE TO WIN AN  
APPLE IPAD & MANY MORE FANTASTIC PRIZES

FOR MORE INFORMATION: 01618 928 1856 / VISIT US:  
[WWW.NORTHCESTRIAN.CO.UK](http://WWW.NORTHCESTRIAN.CO.UK) / @NORTHCESTRIANPTA

# RAFFLE PRIZES

- \* \*\*\*\* Star prize of an IPAD \*\*\*\*
- \* Alibi Altrincham - 1hr 45min Karaoke session for 8-16 people Value £100
- \* Altrincham Garrick Playhouse - 4 Complimentary tickets to a main stage production In spring / summer 2023
- \* Manchester Storm - Family ticket (2 adults & 2 children) to watch a Manchester Storm Ice Hockey Match
- \* Waterside Arts - 2 tickets to Sherlock Holmes: The Valley of fear for 3rd March at 7.30pm
- \* Atlantic Bowl - 5 game passes (2 adult , 3 children for bowling)
- \* Awesome Walls Stockport - Climbing taster session for up to 4 people
- \* Total Ninja - 2 x 1hr passes
- \* Good Life Skates - 2 x 1hr skate session



North Cestrian School PTFA

# New 100 club

2 Draws Annually

**£250 prize**

ANNUAL ENTRY IS £12 WHICH GIVES YOU ENTRY TO BOTH DRAWS IN JULY & DECEMBER

THE MORE ENTRIES YOU HAVE THE MORE CHANCE OF WINNING VIA PARENTMAIL PMX

**PTFA NORTH CESTRIAN SCHOOL,  
DUNHAM ROAD, ALTRINCHAM  
WA14 4AJ**