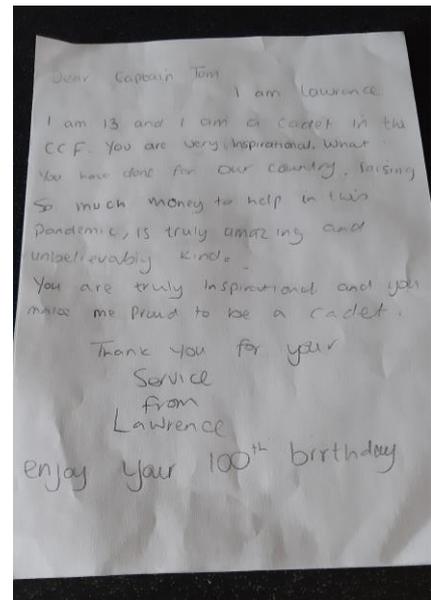


Droylsden Academy is a good school

IN THE NEWS THIS WEEK

Thank you Captain Tom

Lawrence Hannah, a Year 8 student and a keen member of the Academy Combined Cadet Force, was so moved by the incredible efforts of Captain Tom Moore, the 100 year old Veteran who has so far raised over £29 Million in support of the NHS, that he wrote to him this week and recorded a video message of thanks. Lawrence can be seen below recording the message for Captain Tom and taking part in the Thursday evening clap of thanks for the NHS.



Dear Captain Tom

I am Lawrence, I am 13 years old and I am a Cadet in the CCF. You are very inspirational. What you have done for our country in raising so much money to help in this pandemic is truly amazing and unbelievably kind. You are truly inspirational and you make me proud to be a Cadet.

Thank you for your service.

Lawrence

P.S. Enjoy your 100th Birthday!

Great learning through politeness, honesty and hard work

Outstanding work in Art and English

The following outstanding pieces of work were submitted by Ms Dunnington for this week's edition of Newsflash



Phoebe Plant in Year 11 made this bag out of two cereal boxes covered with silver wallpaper and a chain from an old bag. She then finished it off with seven handmade paper roses to give the bag detail and dimension.

The bag's shape was inspired by Lady Dior's 'boxy bag' design. Phoebe made it by adding a long strap instead of two top handles like the Dior bag. The flowers all are unique with different sizes and petal cuts to make sure that they stand out and don't blend together as one.



The fantastic artwork below was drawn by Jiamin Jiang and Federica Annesi, both from Year 11, and Jasmine Beckwith from year 7.



Jiamin Jiang



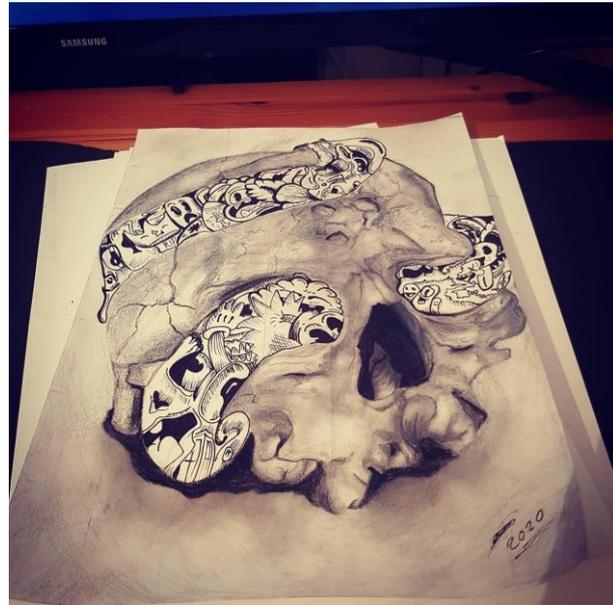
Federica Annesi



Jasmine Beckwith

Great learning through politeness, honesty and hard work

The outstanding work below, by Elliot Davey, was submitted to Newsflash by Mrs Noel, Elliot's Art teacher.



The following piece of work was written by Patrick Conlon in response to a question about Blake's poem 'London' which Year 10 are studying as part of their GCSE English Literature Anthology. The work was submitted to Newsflash by Mrs Abel, Patrick's English teacher.

'Firstly, Blake presents the idea of power and conflict in the quote "the mind forg'd manacles I hear" because it creates this idea that those in poverty have created their own prison and are destitute due to their lack of aspiration and belief in themselves. This exemplifies the idea of power for it exemplifies to us the lack of power that those in poverty possess, yet it also suggests to us that they have the potential for power (or they already do, yet they do not know that), this is because the quote alludes to us that they are the ones who created the manacles for themselves. Therefore, inferring that they have the power to create their own demise, they must have the power to alter the cycle of poverty, as long as they fortify their aspirations and beliefs. Additionally, the metaphor "manacles" refers to the 18th Century form of handcuffs, it not only refers to their lack of power but also, their freedom. Blake may be accentuating that due to the establishment's heedless nature towards the poor, and rather abhorrent actions that which they did to the poor, had made the poor live in a life of incarceration. Finally, by reason of the poor creating their own "manacles", it evinces the idea that the poor are most weak when it comes to their mentality. Overall, we see that it is rather conflicted upon whether or not they possess power, for they have enough power to create these manacles, yet those who wear manacles are powerless and imprisoned, but the factor that which keeps them in these shackles is their mental fortitude.

Furthermore, the quote "in every infant's cry of fear" showcases the idea of conflict and (partly) power in London because, firstly, the phrase "cry of fear" is opposed to reality because a baby does cry, yet no baby should or will "cry of fear", thus emphasising the despicable circumstances of London. Additionally, the lexeme "every" provokes the despicable circumstances of London. Additionally, the lexeme "every" provokes the power of the contagious pessimism of the poor, as it

Great learning through politeness, honesty and hard work

inhabits every one of poverty - even children. Moreover, the oxymoron “cry of fear” conveys the abominable attitude of the poor, whilst also proposing that due to the heinous ways in which people have to live, everyone is one with sorrow, fear, and hopelessness upon their birth. The lexeme “every” is repeated several times within London, this truly crystallizes the idea that nobody is free from the misery of this dismal city.

Finally, Blake presents the conflict and power within London through the quote “the hapless soldier’s sigh runs in blood down palace walls”, where he explores the cruelty of the establishment, for there is this “soldier” that has fought for them, yet they leave him “hapless” in the slovenly streets of London. The quote “hapless soldier” is an oxymoron because these soldiers are disillusioned and disenchanted by the pristine palaces, thus juxtaposing the loyal and resilient nature of a soldier. In addition to this, the quote “runs in blood down palace walls” suggests the cruelty of the establishment, for the establishment would send men to die and offer nothing if they were to return. Moreover, it insinuates that the establishment is not only the reason for many people’s deaths during the war (both allies and foes), but they’re also the reason for many living in the dire streets of London and subsequently dying to their conditions.’

Year 8 have started a new topic in English entitled 'Science Fiction'. This week Miss Marlowe challenged pupils to write a 50 word mini saga to demonstrate their understanding of Science Fiction conventions. The class winner for 8Y2 was Daniel Mason. He produced a riveting story, created a gripping title and confidentially embedded a range of Science Fiction techniques.

The End of the World

‘Suddenly a light appeared in the middle of the city, glowing bright- it looked like some kind of portal. They started coming by the hundreds, ten feet tall robots with destruction in their eyes, weapons I have never seen before. Firing at everyone in sight, killing them. Then suddenly... BOOM!’

THE DROYLSDEN ACADEMY VIRTUAL SCHOOL

Please remember school is not closed and this is not a holiday. We are working in a new and different way but lessons and learning continue for all students unless they are ill, or face extreme family difficulties. As such, the work teachers are setting is compulsory.

Thank you to the Year 10 students who took part in the virtual Food and Nutrition lesson on ‘butchering’ chicken and learning about the different portions and cuts. The before and after photographs below were sent in by Courtney Green.



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The photographs below show Brogan Williams, Angel Wheeldon and Cameron Turner working hard on their virtual lessons.

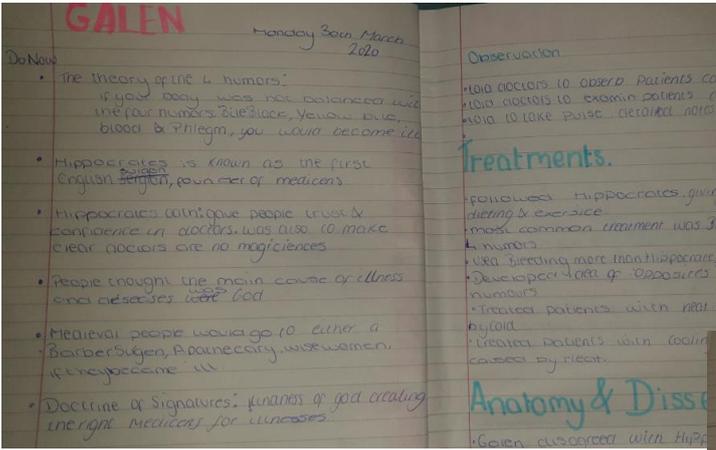


Please let us know if you have any difficulties around IT and we will support you. If there are no difficulties then we say to students that now is the time to be mature and to get organised. **We expect 100% engagement in our virtual school, no excuses.** The majority of students are working very hard and are submitting work to their teachers and I would like to say to those students, well done and keep up your incredible efforts. Your teachers are very, very proud of you.

In addition to our virtual lessons and 'Google Classroom', the following on-line resources can provide lots of support and ideas for students and parents too.

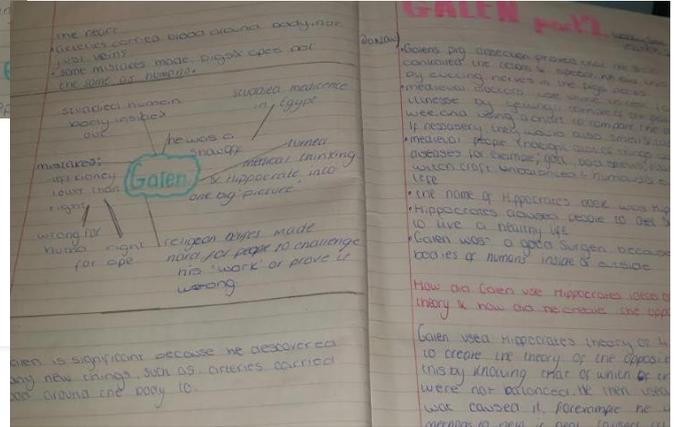
ORGANISATION	CONTACT INFORMATION
<p>BBC Bitesize</p> <p>Online resource for learning and revision. Starting on 20 April, you'll also find daily lessons to support home learning</p>	<p>Website: https://www.bbc.co.uk/bitesize</p>
<p>GoNoodle</p> <p>Movement and mindfulness videos for younger siblings</p>	<p>Website: https://www.gonoodle.com/</p>
<p>STEM.org.uk</p> <p>Free home learning resources for all ages in science, technology, engineering and maths</p>	<p>Website: https://www.stem.org.uk/home-learning</p>
<p>Twinkl</p> <p>This popular site for teachers is now offering free daily activities for home learning</p>	<p>Website: https://www.twinkl.co.uk/home-learning-hub</p>

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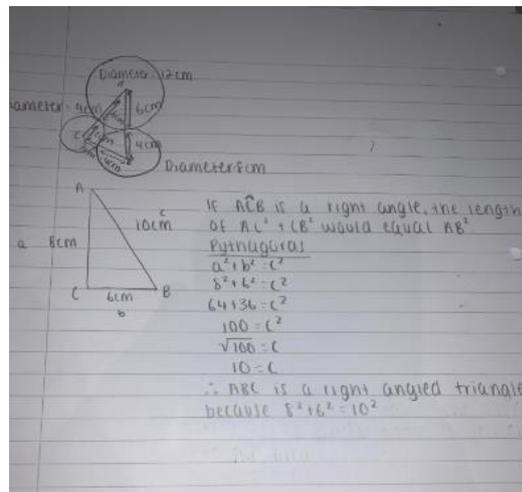
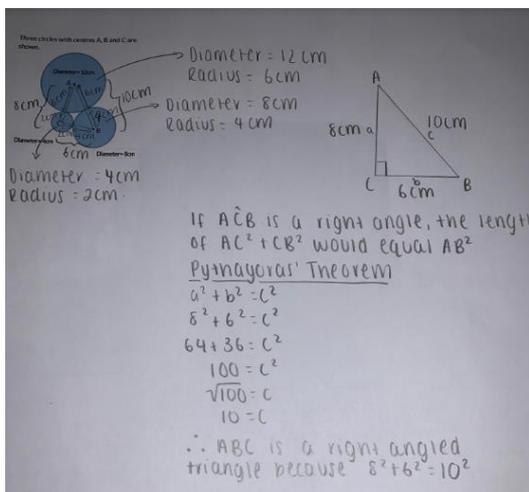
Thank you from Mrs Bugler to Kasey-Leigh Porter-Ingleby for working extremely hard on her GCSE History Course. Mrs Bugler was really pleased with her organisation and the ten pages of detailed notes on the 'Health and the People' module. Well done Kasey-Leigh!

Mrs Burgess really appreciated Lucy McCall's creativity in producing her own musical pipes from things she found around the house! Absolutely brilliant!



And well done from Miss Patel to Scarlet Bird for working so hard on her Science work through 'Google Classroom' and for making an excellent model of a plant cell to accompany the work that the class is completing on Photosynthesis.

Meanwhile, Mr Tiley was delighted with the work below completed by Eryn Rowan, a great example of what the Year 10 Excel Maths group are submitting in response to their daily problem. Well done Eryn!

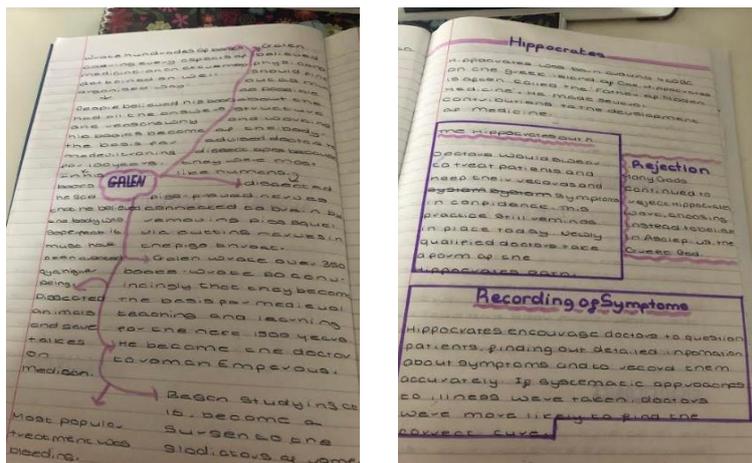


Great learning through politeness, honesty and hard work

THE EXCEL LEARNING HUB

Last week, Mrs Lloyd opened the Academy Learning Hub for some of our particularly able students in the Excel teaching groups. Students involved with the Hub should have received a letter about this initiative by email. We hope that students, and their families, will rise to the challenge and take on some of the suggested activities such as learning a new language, learn about computer coding or even take on an Open University Course which are all free during the lock down. We also hope that students will keep us posted about their progress and then we can publish their achievements in Newsflash!

Thank you to Katelyn Yemm from Year 10 who has sent in some research she has completed for History.



GCSE COUNTDOWN

Year 10, there are only 39 school weeks until your first GCSE examinations.

Whilst it is important that students across all year groups complete and stay up to date with their online classwork, it is particularly so for Year 10. Students in Year 10 are just over 12 months away from their GCSE examinations and we are working relentlessly to minimise the impact of this situation on their future success. It is absolutely vital that they are working every day, completing and submitting the work on Google Classrooms, so that their teachers can review and respond. If this is not possible, for whatever reason, please let us know so that we can help.

Remember, Year 11 is a busy year and your teachers will not have time to go back over the work that they are setting you now because you have chosen not to do it. If you do not do this work now, you will miss it and you will fall behind. You must stay in control, complete work set and ask for help if you are stuck.

Parents of Year 10 students will be receiving their child's progress reports by email this week. These reports will show your results from the Pre-Public Examinations you did before you started to work from home. Please look at these reports carefully as they will show you your strengths and where you need to improve. Your final exams will be in 12 months time so this information will help you to focus your efforts and complete the work that has been set for you at home.

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DUKE OF EDINBURGH AWARD

A message for all Bronze and Silver award Duke of Edinburgh students

As you are all aware, the Expeditions have been postponed until we are back at school. However, whilst you are at home, you must be completing your skills and the volunteering and physical aspects of the Award.

Students have been sent numerous emails with guidance and examples of what they can do at home to continue with the Award. However, after logging on to individual accounts, Mrs McCallum and Mr Bentick can see that some students are making very slow progress or have set themselves tasks that are not achievable.

Students should log on to their account this week, read the email they have been sent and make sure that all three of their sections are achievable from home. The emails include a number of suggestions and examples of things that students can do that are all achievable at home so please check this information.

Once you have updated your log, you can start to collect evidence, such as videos, weekly pictures or diaries. to upload to your portal. If you have any questions, then please email Mr Bentick or Mrs McCallum directly and they will be able to help.



NEWS FROM THE LIBRARY

Over the Easter holidays, Mrs Godrich challenged the members of the 'Greedy Readers Club' to write a letter to their favourite author. This letter, to Author Ally Condie, was submitted by Molly Nash and was written beautifully. Well Done Molly.

Dear Ally Condie

I am writing to let you know how much I enjoyed your book 'Matched'. I found Cassia's story inspirational, as she was willing to go against the society and risk her status for love and freedom.

One of the things I most enjoyed was the relationships Cassia had with the other characters and how relatable some of them were, for example, the way she teased Bram but then still showed that she cared at their Grandfather's final banquet. It was also fun to see her relationships with Ky and Xander and how they were different.

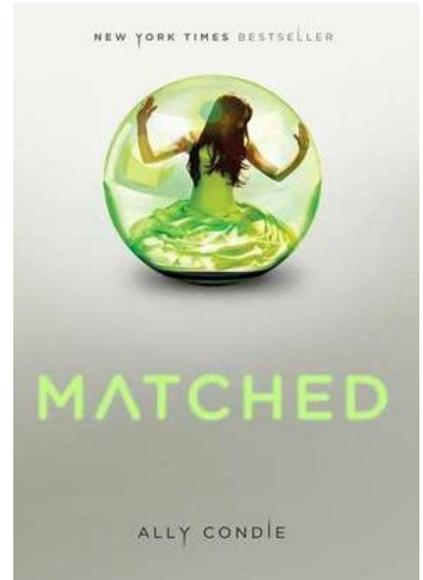
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I also really loved the design of the covers with the first one showing that she is trapped in this perfect society, the second showing her beginning to break free and the final book showing how she has escaped. The way the first letter 'e' in Reached represents how the characters are equal is also a very clever idea.

I am currently reading the final book in the trilogy and, so far, it is just as exciting as the first two. I am looking forward to seeing who Cassia ends up with in the end and if she will see her family again.

Yours sincerely

Molly Nash



WELL DONE POSTCARDS FROM THE ACADEMY



Although staff are not able to physically send 'Well Done' postcards home through the post at the moment, a number of them have nominated students to receive virtual postcards via Newsflash as detailed below.

Student(s)	Subject and Teacher
Stephanie Pacheco (Year 10)	Miss Naylor (History)
<i>For your amazing work and effort last week. You have shown how dedicated you are and, with an excellent source analysis, how far your skills as a Historian have developed. Well done Stephanie.</i>	

Student(s)	Subject and Teacher
Ruby Johnson (Year 8)	Miss Naylor (History)
<i>You have worked really hard in History and produced a fantastic argument about your historical artefact.</i>	

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Student(s)	Subject and Teacher
Quyen Nguyen (Year 7)	Mrs Bugler (Religious Studies)
<i>You have produced an excellent assessment piece! You have provided many religious examples to support the points you have made and reached a clear judgement as a Philosopher. Well done Quyen!</i>	

Student(s)	Subject and Teacher
Sayieda-Jannat Talukdar (Year 10)	Mrs Bugler (History)
<i>You are an excellent Historian Sayieda. You complete all your work to an incredibly high standard. Your knowledge is excellent and I am so pleased to see you continuing your hard work at home. Keep up the great work Sayieda!</i>	

Student(s)	Subject and Teacher
Ricards Seregins (Year 8)	Miss Naylor (History)
<i>Your hard work and effort has shone through this week Ricards! You have shown an excellent understanding of the subject and are becoming an excellent Historian.</i>	

Student(s)	Subject and Teacher
Alexander Hume and Toni Walsh (Year 8)	Miss Naylor (History)
<i>You have worked really hard and produced a very good extended piece of writing in History. You have showcased your understanding of the subject and written like a Historian.</i>	

Student(s)	Subject and Teacher
Leanne Bewley and Jayden Craven (Year 10) Jacob Finlay (Year 9)	Mrs Banks (Geography)
<i>For effort and engagement with our online Geography lessons. Jayden, thank you for keeping in touch on a regular basis.</i>	

Student(s)	Subject and Teacher
Gift Givens and Eve Sheriff Walker (Year 7)	Mrs Abel (English)
<i>For excellent speech writing, well done!</i>	

Student(s)	Subject and Teacher
Mia Culpin and Paige Tomlinson (Year 10)	Mrs Abel (English)
<i>Excellent work on your English Language GCSE course.</i>	



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Student(s)	Subject and Teacher
Lucy McCall (Year 8)	Mrs Burgess (Music)
<i>Well done on your creativity Lucy, a brilliant instrument!</i>	

Student(s)	Subject and Teacher
Rosie McCormick (Year 9)	Mrs McCallum (History)
<i>Your style of writing is exemplary, you have analysed this week's source in such a sophisticated manner that it has truly unlocked new layers of creativity for us as Historians. Well done Rosie!</i>	

Student(s)	Subject and Teacher
Bilal Sanni (Year 10)	Mrs McCallum (History)
<i>You have shown how hard you have been working over the last few weeks by producing an excellent essay on the Medieval Medical beliefs. Thank you for your hard work Bilal and well done!</i>	

Student(s)	Subject and Teacher
Nikola Brzozowska, Markas Valunas and Olutoyosi Junaid (Year 9)	Miss Stoakley (Health & Social Care)
<i>For consistently submitting outstanding work for Health and Social Care and showing a real commitment to the subject.</i>	

Student(s)	Subject and Teacher
Emily Burke, Joseph Davenport, Madison Hemsall, Ebony Lang, Amy McGuire, Lucas Taylor, Taylor- Louise Wilson and Thomas Wilson (Year 8)	Miss Hudson (English)
<i>A huge thank you and well done for completing every piece of English work set and to a fantastic standard. Keep it up!</i>	

Student(s)	Subject and Teacher
Lewis Howarth and Gracie Plant (Year 8) Cameron Murray and Aisha Sadiq (Year 9) Jayden Craven (Year 10)	Mr Clays-Jones (English)
<i>For showing hard work, resilience and fantastic commitment to completing work in English. Well done!</i>	



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Student(s)	Subject and Teacher
Harry Chambers (Year 7)	Mrs Burgess (Music)
<i>For being creative and inventing his own musical instrument at home for his rhythm lesson. Excellent work!</i>	

Student(s)	Subject and Teacher
Lewis Kearns (Year 10)	Mrs Burgess (Music)
<i>For working independently on creating his own music at home and using his own software. Lewis is making excellent progress in Music Technology. Well done!</i>	

Student(s)	Subject and Teacher
Melissa Gavan, Amy McGuire and Daniel Mason (Year 8) Maryam Khanom, Stephanie Pacheco, Natalie Wu and Chloe Reyes (Year 10)	Mrs Noel (Art)
<i>For continued hard work throughout in Art whilst home learning.</i>	

Student(s)	Subject and Teacher
Stephanie Owusu (Year 8) and Isabella Heywood (Year 7)	Miss Worsley (Religious Studies)
<i>A special mention for being such hardworking and conscientious Philosophers and for always taking pride in all that you do. Well done!</i>	

Student(s)	Subject and Teacher
Lukas Hall (Year 9)	Miss Hickman (Photography)
<i>For your creative, high quality and experimental self-portrait challenge and your photographs and edits considering composition, lighting, shadows colours and layers. Well done Lukas!</i>	

Student(s)	Subject and Teacher
Corey O'Neill, Charlotte Morris, Georgia Morris and Isabel Murphy (Year 7) Emily Burke and Janke Badjie Sane (Year 8) Hanna Beever (Year 10)	Miss Britton (Science)
<i>For your hard work in your online Science lessons.</i>	



Great learning through politeness, honesty and hard work

GET COOKING!

This week sees the launch of two cooking challenges, one aimed at Year 8 and one at all year groups. Why not get involved and serve up a culinary feast for your family? The details can be found below. Year 8 students could combine both competitions in the one entry!



Ready, Steady, Cook!

This competition allows you to make a dish for someone in your household and show off your culinary skills! You will choose an ingredient list and create a dish of your choice, you must then email your recipe, along with a picture of your dish and a clip no longer than 60 seconds of someone in your household taking their first bite and describing it.

How to Enter:

- Select an Ingredient list from the document on the House Hub
- Prepare your dish and write down your method and list of ingredients as you go
- Display the finished product in the most photogenic way possible
- Record a 60 second video of someone in your house taking their "first bite" along with how they describe it.
- Email your method, list of ingredients and video to your house leader for scoring.

*5 House points for each House that submits an entry.

*10 House points for the winner.

All information can be found on the House Hub (67b2jwu), if you have any questions please email your House Leader.

Competition Start Date Monday 4th May.

Competition Deadline : Sunday 10th May 3:00PM

Scoring will be based on the following:

- 5 points for every ingredient used on the list.
- 4 point deduction for ingredients not used
- Points for Adjectives used by your parent or carer.
- 2 Points for a parent or carer submitting a video.
- 1 point for a written description.
- 10 Bonus points for using only ingredients on the list.



Calling Year 8 Droylsden Chefs!



We need you!



This week in Maths you have looked at direct proportion, and how we can use this to adjust recipes.

We would like to see this in action!

Your challenge this week is to find a recipe online and use your direct proportion skills (and a calculator) to adjust the recipe so that you can make the correct amount for your family!

Once you have done this, use your recipe with your adjusted amounts of ingredients to cook a delicious treat for your loved ones

Send pictures of your recipe calculations and the final results of your cooking to Miss Sheridan by email to gain Pride Points and a special mention in Newsflash! Family member reviews of your food are also welcome!



Recipe Resources!

<https://www.bbcgoodfood.com/recipes/collection/baking>

<https://www.bbcgoodfood.com/recipes/collection/easy>

<https://www.allrecipes.com/>

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Positive Steps

Please remember that our Positive Steps Advisor, Mr Jackson, is available to chat with any student from Years 9 to 11 about their future plans. He can be contacted at:

LeeJackson@positive-steps.org.uk

Interested in joining the RAF?

The following message is from the RAF Careers Team.

'For any of you that have an interest in the RAF or are still unsure of what avenue you wish to go down, the RAF recruitment doors are very much open.

We are still actively recruiting across multiple apprenticeship roles which current Year 11 leavers are eligible to apply for immediately using their mock GCSE grades.

We can offer a range of apprenticeships regardless of GCSE results. We also offer a number of roles where no GCSE passes are required.

Due to COVID19 government defined measures, the application timeline may be slightly longer but I would like to reiterate that we are still recruiting across a number of positions.

We currently have a number of recruiters actively monitoring our Instagram page so if any of you are interested in a career with the RAF or have any questions, please go to the following Instagram page:

[@rafcareersmanchester](https://www.instagram.com/rafcareersmanchester)

*I have added a little more information below about the benefits of an RAF Apprenticeship and some of the roles that year 11 leavers are eligible to apply for **NOW.***

Benefits of an RAF Apprenticeship

An RAF Apprenticeship provides

- Award-winning education
- Continued support from Apprenticeship to degree
- Transferrable skills
- Opportunities to travel the world
- Competitive salaries
- Post training >20k per year

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Engineering

Cyberspace Communication Specialist, Aircraft Technician (Avionics), Aircraft Technician (Mechanical), Vehicle and Mechanical Equipment Technician, Communications Infrastructure Technician, Weapon Technician, Survival Equipment Specialist, General Technician (Workshops), Electrician or Photographer

Logistics

Chef, Catering and Hospitality Specialist or Supply, Storage and Distribution Specialist

Air Operations

Flight and Operations Assistant or Aerospace Systems Operator

Personnel Support

Human Resources or Physical Training Instructor

Force Protection

Regiment Gunner



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