

Droylsden Academy is a good school

A LETTER FROM MR DUNCAN, EXECUTIVE HEADTEACHER



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3rd April 2020

Dear Students, Parents, Carers, Staff, Governors & Partners at Droylsden Academy and Mossley Hollins High School,

As I write (Thursday 2nd April) I am listening to the BBC. In the UK we are told the situation remains very serious and is to get worse before it gets better. The situation is grave around the world. Rarely, if ever, have we cherished as much, the kinship of family or the support of friends, colleagues and our students in both schools. Never before, in my 18 years at Hollins or 5 years at Droylsden, have I witnessed such a difficult time. In such unique times, our staff will now carry letters and school identity cards with us for the police, if we need to travel to and from the workplace.

As schools, we are an essential part of a huge national effort, led by those in the National Health Service. What we can do for you at this time is dwarfed by the concerns many of you have. I am being told of the illness and passing away of loved ones, the loss of jobs or earnings and the anxiety of isolation or, conversely, cramped households for our families and our staff.

With this in mind, please take the time to read our daily new information and support on the Headteacher's and the Students' Daily Update on our websites.

With the scale of the issues as they are, our schools are never going to satisfy, let alone please, everyone. As ever, in my role, I work daily with our headteachers, deputies and Chairs of Governors: I cannot thank them enough for their steady resolve, kindness and careful planning. At both schools, we have received scores of kind emails from parents, thanking us for providing learning and structure at this time. I can see from my own family how beneficial this has been. One or two

Great learning through politeness, honesty and hard work

parents have written, however, to say that we are expecting too much, too soon. **We apologise** unreservedly to them: it is so hard to get the balance right. We decided from the start that our young people may be facing this remoteness for **many months** and the more we could follow our normal calendar (including learning and adapted, non-threatening assessments) we would. This, on balance, seems to have been the right decision but it will not suit everyone's current circumstances.

Students

1. We are so, so impressed with the polite engagement and learning of hundreds of our students in both schools. To you, I say **7 things** beyond, 'thank you':-
2. Like our staff, we know how busy you are and how hard it is to adapt and to find routine and structure. The alternative, we believe, would be much worse.
3. To those of you who have so many other priorities at home, are ill, face family illness or whose parents need you to support them much more than normal, please let your teacher, Head of Year or Year Manager know so that we can adapt what we are offering for you or suspend it.
4. For the small number of you who are struggling to do (or not doing) the work for other reasons, please take ownership of your routine and get planning. If the work is too hard please let your teacher know, respectfully, after you have tried your best. If it is too easy, please let us know and use your initiative to explore your learning further, independently.
5. We are determined to continue to **support Year 11** and to help all students, especially in **Year 10**, stay on track as far as possible. We do this, not for the schools, but out of a professional duty to you. If we are getting the balance wrong, help us.
6. If you need help and support from us (including with ICT), please make contact with us.
7. Please remember that most teachers and support staff are taking an Easter break, just like you, and work will **not** be set or fed back at this time.
8. Please do not go out, beyond essential travel and exercise, so that you can ensure you do not put yourselves or others at risk.
9. Show just how loving and helpful you are at home.

Parents and Carers

We know, first hand, because so many of our staff are also facing it, that: juggling illness; family circumstances; key working; working from home; family job-loss; looking after/teaching younger children; as well as supporting the learning of our students, is fraught with difficulty. We are trying to find the right balance between learning, support and care in our 'real' schools which remain open and in our 'virtual schools' as they move **into Phase 2** (for the long haul) after Easter. I know we will not be hitting the right balance for all families but please accept we are doing our very best and we are there for you if you wish to discuss something in particular. We will try to help.

Staff

I have heard so many reports of the difficulties your own personal and family circumstances are causing so many of you at this time. In each and every case, we can offer support and there are others in our teams who can assist. Please do not worry. What is inspiring, though, is that you seem

Great learning through politeness, honesty and hard work

determined, as key workers, to continue with our agreed 'real' on site and 'virtual' remote provision. On behalf of the students, parents and governors, please accept my deepest gratitude. What most of us face is as nothing to that of the seriously ill, the grieving and those working to save lives in the NHS.

Easter

The Easter break approaches. **The students do not need to work from Saturday the 4th April to Sunday the 19th April.** As you know the 'real' schools remain open during Easter, by prior arrangement, for the children of key workers, led by rotas of our staff. I cannot thank you enough for this. I am being told that many of our students intend to do some independent learning to break up the monotony of the days.

Phase 2 of the Virtual Schools after Easter

We re-open our virtual schools on the 20th April. We knew that Phase 1, before Easter, was about establishing the right path, making mistakes and learning from them. In Phase 2 we aim to 'normalise' this new way of working.

Thank you and Best Wishes

May I thank all students, parents, carers, staff, school partners and governors once more? All I know is that, at both Mossley Hollins High School and Droylsden Academy, I am hearing of students, parents and staff doing their very best to adapt. Sometimes you are doing this in the most traumatic or complex circumstances. If our approaches do not suit you at this time please accept our best efforts and work with us to arrange adaptations that help us all.

Please take the best of care of yourselves and others at this time.

Yours faithfully,

Drew Duncan

Executive Headteacher, Mossley Hollins High School and Droylsden Academy.



Mr P Wilson - Headteacher | Mr D Duncan - Executive Headteacher
We are great learners because of our politeness, hard work and honesty.

Great learning through politeness, honesty and hard work

Thank you again to the overwhelming majority of students who are completing their work remotely at home. Staff are delighted with your response and appreciate your commitment and positive attitude to your studies. Thank you also to all the parents for supporting their children at home through establishing good routines and in encouraging them to produce high quality work.

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 and these can be found later in this edition.

More photographs of our students hard at work can be found below along with some top tips on creating a positive home learning environment from Mr Wilson's regular updates.

These lovely photographs were taken by Jessica Harrison from Year 9 for her GCSE Photography Portfolio.



Meanwhile Pippa Teeling and Georgia and Charlotte Morris are all logged on and working hard!



There are some benefits to having the children at home, especially if they are studying Food and Nutrition! Kayleigh Cunningham Clarke's family enjoyed a delicious meal of Stuffed Peppers and are looking forward to Lemon Drizzle Cake tonight!



Great learning through politeness, honesty and hard work

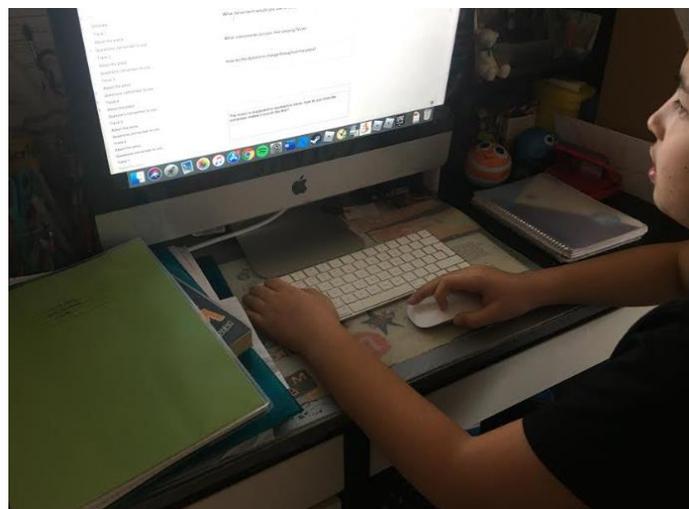
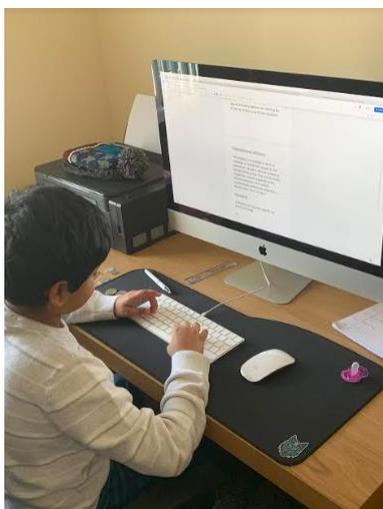
Top Tip number 1: Parents should be realistic about what they can do

- **You are not expected to become teachers** and your children aren't expected to learn as they do in school. Simply **providing your children with some structure** at home will help them to adapt. Use the tips below to help you make this work for your household.
- **Experiment** in the first week, then **take stock**. What's working and what isn't? Ask your children, involve them too.
- **Share the load if there are 2 adults at home. Split the day into 2-3 hour slots and take turns so that you can do your own work.**
- **Take care of your own health and wellbeing.** This will be new for your entire household, so give it time to settle. Take a look at the links at the end of this factsheet for some advice on mental health and wellbeing.

Rosie and Sam McCormick are sticking to their normal routine, getting up at 7.00am, taking a half an hour walk and then logging onto their studies by 8.30am! Mum is also very grateful for their help at home, especially in babysitting younger sister Ava. She has also been very impressed with their skills in the kitchen where they have made Chilli Lasagne, Corned Beef Hash and Pancakes!



Awais Akeel and Lewis Hartley are both attending their Google Classrooms and studying hard.

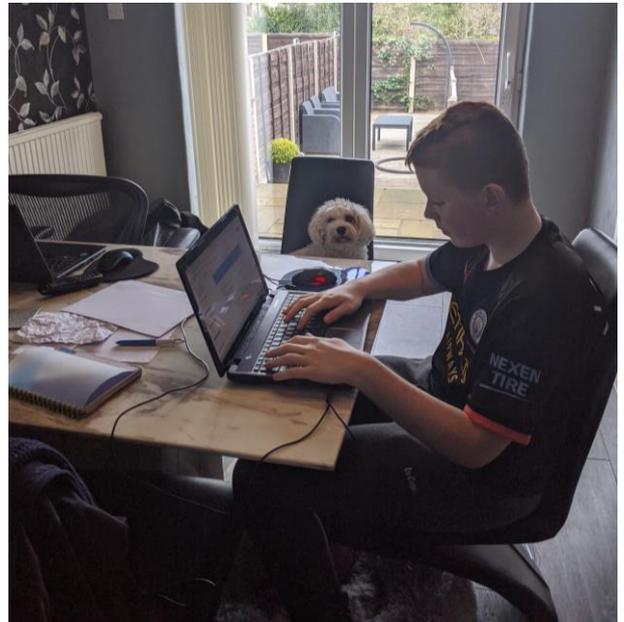


Great learning through politeness, honesty and hard work

Meanwhile Morgan Woolas's parents have come up with a brilliant plan.....

The family dog has been trained to keep watch on Morgan all day long and howl if he so much as takes his eyes off the screen!

Mason Thompson is completing his Art work, and decorating his room at the same time, whilst Rory Hand is attending virtual PE.



Top Tip number 2: Keep to a timetable wherever possible

- **Create and stick to a routine if you can. This is what children are used to.** For example, eat breakfast at the same time and make sure they're dressed before starting the 'school' day – avoid staying in pyjamas!
- **Involve your children in setting the timetable where possible.** It's a great opportunity for them to manage their own time better and it'll give them ownership.
- **Check in with your children and try to keep to the timetable, but be flexible.** If a task/activity is going well or they want more time, let it extend where possible.
- **If you have more than one child at home, consider combining their timetables.** For example, they might exercise and do maths together – see what works for your household.
- **Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over.**
- **Stick the timetable up on the wall** so everyone knows what they should be doing and when - tick activities off throughout the day.
- **Distinguish between weekdays and weekends, to separate school life and home life.**

Great learning through politeness, honesty and hard work

Daniel and Jamie Arora have been completing their Food and Nutrition practical work. Daniel researched recipes and then went through the cupboards to see what ingredients he could use before deciding on a Chicken and Chorizo Paella. It was the first time Mum had sampled his cooking, as Daniel usually eats anything he has made in school before he gets home, and it was very tasty! Meanwhile Jamie settled for an equally tasty Risotto dish using his own selection of spices!



Top Tip number 3: Make time for exercise and breaks throughout the day

- **Start each morning with a PE lesson** at 9.00am with Joe Wicks or do some exercise together.
- If you have a **garden or back yard, use it regularly**. If you don't, try to get out **once a day** as permitted by the government (households can be together outdoors but stay 2 metres apart from others).
- Get your children to **write in a diary what they did each day** – this can be a clear sign that the 'school' day has ended.

A special thank you from Mrs Noel to Maryam Khanom from Year 10 for producing this beautiful and exceptionally well-drawn portrait for her Art coursework.

Mrs Noel says that the drawing really lifted her spirits when she opened the attachment on Maryam's email.



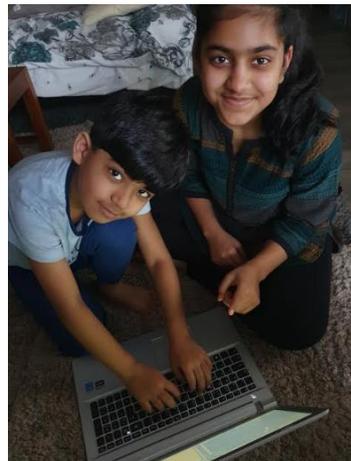
Great learning through politeness, honesty and hard work

Top Tip number 4: Plan other activities to keep children engaged throughout the day

- **Where you have more freedom in the timetable, make time for other activities.** Add some creative time or watch a dance video from [Go Noodle](#) to get the heart-rate going.
- Get your children to **write postcards** to their grandparents, family or friends.
- Ask **Grandparents to listen to your children read** on FaceTime (or ask Grandparents to read to younger children).
- **Give you child chores or jobs** to do so they feel more responsible about the daily routine at home.
- Ask them to **help you cook** and bake.
- Accept that **they'll probably watch more TV/spend time on their phone** – that's ok but you might want to set/agree some screen time limits.

For additional guidance on supporting your mental health and that of your children:

- [Coronavirus and your wellbeing](#) – Mind.org
- [Supporting young people's mental health during this period](#) – Anna Freud Centre



Meanwhile Neha Nasrullah has been a great help at home through modelling our values of Politeness, Hard Work and Honesty...

.... and Daniel Climance has shown that he can be a bit of a superstar in the kitchen too!



Great learning through politeness, honesty and hard work

Year 10, there are only 41 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.

Year 11 is a busy year. 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 cannot miss, depending on how long schools are closed, up to possibly a term's worth of work. You must stay in control, complete work set and ask for help if you are stuck.

PRIDE AWARDS FOR ENGLISH

The English Department has nominated the following students, and their outstanding pieces of work, for the Department's PRIDE Awards.

Ellie Lucas, from Year 7, has undertaken some brilliant independent work and written an excellent piece of persuasive writing.

My persuasive letter



Disneyland

Disneyland is a place for laughter and joy, a place to make Memories, a place to escape from all your problems and join the Disneyland family. Join Mickey and his clubhouse on their exciting adventures as they travel through our amazing grounds of our home we call Disney.

Our park contains many exciting rides and adventures for all ages such as the twilight zone tower of terror, Mickey's and Minnie's runaway adventure, Star Wars rise of the resistance and many more. Do you fancy testing your bravery on any of these rides? Along with this you can meet many of our characters including Mickey Mouse, Minnie Mouse, Samba, Nala, Donald Duck, Goofy and the rest of the crew as long as many of our pretty princesses and princes, watch them dance in our night time parades as they glide through the streets of the park playing magical melodies and we mustn't forget the fireworks over the castle making your Disney dream come true.

Our park is popular all over the world. People say it's the most magical place on earth and for some their best experience of a lifetime. Everybody knows that their Disney experience will be as magical as you are and is your chance to get away in the sun and take part in adventures you have always dreamt of. The 4 park magic tickets include one day of admission to Magic Kingdom, one day of admission to Epcot., one day of admission to Disney's Hollywood Studios and one day of admission to Disney's Animal Kingdom theme park for a total of four admissions over a 7 day usage window all of these amazing experiences for a price of 79 dollars for an adult and 75 Dollars for a child. Not including our cheap food resources around the resources and the amazing rooms and service.

Great learning through politeness, honesty and hard work

Maria Bundache, from Year 8, has crafted some exquisite writing and labeled each sophisticated language feature to guide the reader through her thought process.

Creative Paragraph

Time flowed like cement. (*figurative language*) Apathy and ennui washed over me. (*figurative language*) It was as though I was the only beating heart, the only being of warm blood and flesh in the numbing corridors and forsaken classrooms. Everyone's complexion was ashen, their natural golden skin has sunken in tone to something so lifeless, their eyes have frozen over like the glacial surface of a winter puddle, robbing (*powerful verb*) them of their usual warmth. Sharp pain lanced (*powerful verb*) through my head as I heard the word 'exam', wincing (*powerful verb + reaction*) in agony, slowly grasping (*powerful verb + reaction*) the corners of desks, attempting (*powerful verb*) to pull myself away.

"Where do you think you're going?" (*dialogue*), said (*action*) a baritone voice fiercely.

Searing fiery bursts pulsated (*powerful verb*) around my wound, intensifying (*powerful verb*) with each dragging step, jarring and brutal. My pain was a glacial wind choking the breath from my lungs. (*figurative language*) Its savage, bitter blasts cut right to my bones and gripped my brain in its malevolent claws. (*imagery + figurative language*) My heart constricted (*powerful verb*) in its wake as if unsure whether or not it should continue beating. My pain was an ocean of unknowable depths, swift currents and lurking beasts. (*figurative language*)

"Nowhere..." (*dialogue*) I replied, clenching (*powerful verb + reaction*) my teeth against an unbearable wave of agony.

Rosie McCormick, from Year 9, in true Rosie fashion, has created an insightful and moving piece of writing for us to all enjoy.

Why is the nakedness of someone with money worth so much more than the nakedness of someone with nothing? I cannot say that being endowed with riches is bad, but why is it treated as a 'godly' status? I do realise that being financially wealthy helps many issues; providing for family, welfare and dreams, but I tend to wonder, are they truly happy, are they grateful?

I see some of those who are considered to be the 'wealthy', 'higher classed' and I wonder, why is it considered 'classy'; to ignore the cries of a begging family, turning a blind eye to poverty, or not being able to give someone who works with or for you, some help to the bus stop? Many people look down upon the poverty stricken and see them as the marker. The marker that shows them that they have power, that they have larger bank accounts and better lives. The question is, are you really considered better if that means taking someone's life second-handedly to make them think that they are worth something more?

How the tables turn.

With less 'worth', you become more grateful and appreciative of that which you **do** have. At the end of the day, when all the material possessions are gone, what will be left? An empty husk of a human. You cannot take materials to your grave, but you can take memories. Family becomes more dear, the sharing of the precious concept that is time, time that no man-wealthy or not- could ever buy. This time, wealth has taught us to be touched on a deeper truth in our circumstances. We now **all** know what nothing is, and next to nothing, something, anything, the water and bread, the hand that grasps yours is...everything.

Great learning through politeness, honesty and hard work

USA in the 1930s: The Economic Depression

I've lived a long time, witnessed many things, heartaches, joys, trials, excitements and blessings. You could call it an array of experiences across the spectrum of emotions. Yet, even so, with all I've seen, with all I know, I still cannot grasp the concept of why some have so very much and others have so very little, when there is more than enough to go around. As long as we don't take too much, there should always be enough.

But they took too much.

There are those in the spotlight, highlighted by the media for petty ideals like the clothes they wear or the family they have, and they receive money for it, but the others, starving and poverty stricken get no attention at all.



In 1929, Wall Street Crashed and many Americans lost their jobs.

It was known as 'The Great Depression'. 13 million people became unemployed.

Imagine being so poor that you have to queue for bread and water.

Ben Evans, from Year 10, has been approaching his GCSE work his great maturity and dedication. Great work, Ben!

Q3 - Over to you...Remember this is your hand-in piece this week.

Write your question 3 response here:

The writer uses a metaphor to highlight how horrifying the experience is. This is evident in the line "A monster canoe leads the way" This suggests that the canoe is huge and terrifying. The verb 'leads; has connotations of dominance, advancing, hunting, intimidating and makes the reader feel tense as the canoe approaches. It could also show how the author fears the unknown.

The writer uses the quote 'Our blood is up now. It is a murderous world' This suggests that the world is deadly, dangerous and gruesome. The adjective "murderous" has connotations of death, savage, dangerous and makes the reader feel fearful for the characters due to their situation. It could also symbolise our world today.

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'IGNITE' SPEECH NIGHT

The following article about the Academy 'Ignite' Speech Night, was published in this week's Tameside Reporter. Well done to everyone involved on an amazing evening.

L4 DROYLSDEN    April 2, 2020

Droylsden Academy Speech Night



CHARACTER DEVELOPMENT: The Droylsden Academy speech night.

Droylsden Academy students took part in the school's second Ignite Speech Night earlier last month.

Following on from the Year 7s in December, this time it was the turn of Years 8 and 9.

Over the first half-term of 2020, students were given the opportunity to research and explore topics and issues that they considered to be of paramount importance in contemporary society.

They have also learnt a range of rhetorical devices and linguistic skills that they have then used to write their own speeches. These in turn aim to encourage their peers and communities to understand the worth of their consideration, reflection and ultimately action.

Jane Jackson, Literacy and Oracy Leader at Droylsden Academy, said: "The Ignite Speech Night project also ties in with our Character Development Programme and has been designed to particularly give students the opportunity to participate in an evening that gives them a forum for their voices to be heard."

"The Academy's focus on oracy is underpinned by our desire to show students the importance, power and value of their voice."

"There is direct educational research evidence which shows that developing speaking skills aid children in their understanding of difficult concepts, as well as developing their writing and reading skills."

"We also aim to build confidence and empower all of our students to articulate themselves, as well as build the necessary skill sets they will need for their further study and future employment."



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Great learning through politeness, honesty and hard work



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
Chloe Lees	Religious Studies (Miss Worsley)
<i>Showing real resilience in adapting to our new way of working, keep it up!</i>	

Student(s)	Subject and Teacher
Josh Barton, Maddison Brierley, Tinu Lawal, Micheal Boateng Junior, Hannah Davies, Lucy Alderson, Samya Mansur, Lukas Hall and Oliver Chasity	Mathematics (Mrs Egan)
<i>Working really hard and achieving top marks in this week's assessment.</i>	

Student(s)	Subject and Teacher
J-Lee Atherton	Key Skills (Mrs Murray)
<i>For completing his Key Skills work as soon as it is set on 'Show My Homework' and achieving a really good score. Well done J-Lee!</i>	

Student(s)	Subject and Teacher
Awais Akeel, Ellie-Louise Carter, Lewis Francis Paige Heil, Teegan Jones-Harrison, Jace Kennedy, Muhammed Khan, Neha Nasrullah, Lucy Thomas, Layton Williamson and Morgan Woolas (Year 7)	Science (Miss Jackson)
Olamide Kuti, Kacey-Leigh Moscrop and Ben Shaw (Year 10)	
<i>All of these students have engaged with their new online learning. They have ensured that all their work has been completed and submitted on time.</i>	

Great learning through politeness, honesty and hard work

Student(s)	Subject and Teacher
Lucy Thomas, Charlotte Morris, Befe Gudeta, Anthony Shi and Eve Walker-Sherriff	English (Mrs Abel and Miss Duffy)
<i>Hard work and working really well independently, well done!</i>	

Student(s)	Subject and Teacher
Devon Johnson, Lucy Alderson and Jack Beckett	Geography (Mrs Banks)
<i>All really engaged in their online learning and have produced some excellent work. Top Geographers!</i>	

Student(s)	Subject and Teacher
Menal Amir and Adam Ali-Brown	History (Mrs Bugler)
<i>Both these students have been performing so well in History all year. The marked pieces from both students over the last week have also been up to the same incredibly high standard! Their source analysis and level of detail and explanation has been fantastic - maybe we should change places and you two could do the teaching for a change?! Well done both! Enjoy your weekend!</i>	

Student(s)	Subject and Teacher
Keira Walker	English (Mr Clays Jones)
<i>Keira has gone above and beyond to make sure work is completed to a high standard and handed in on time... even without the use of a laptop in the first week of working from home. Well done!</i>	

Student(s)	Subject and Teacher
Lawrence Hannah	MEnglish (Mrs Hodges)
<i>Lawrence showed great resilience in his learning this week. He has produced an outstanding piece of work, thank you Lawrence!</i>	

Student(s)	Subject and Teacher
Paige Gillespie	Religious Studies (Mrs Bugler)
<i>Paige, as always has worked so hard on her RS work online, she planned a documentary on 'Does being religious make us good?' that linked together lots of previous learning. Thank you for always producing excellent work Paige!</i>	

Student(s)	Subject and Teacher
Aidan Klisjen, Sayieda Talukdar, Mia Culpin, Ben Evans and Natalie Wu	English (Mrs Abel)
<i>For working independently and meeting all their deadlines.</i>	

Student(s)	Subject and Teacher
Jaaziah Cowan	Geography (Mrs Banks)
<i>Well done Jaaziah, a future television Weather Presenter if ever I saw one!</i>	

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Student(s)	Subject and Teacher
Chloe Reyes	History (Miss Naylor)
<i>Chloe has produced outstanding work in every piece of work she has been set. It is clear that Chloe is trying her best to stay on top of her learning and maintaining her high standards. Well done Chloe.</i>	

Student(s)	Subject and Teacher
Paige Tomlinson	History (Miss Naylor)
<i>Paige is maintaining her high standards and working extremely hard from home. All the work Paige has done shows the time, care and dedication Paige has put into maintaining her studies during this difficult time. Well done Paige.</i>	

Well done to all those students who have received Postcards from their teachers this week.

ANTI-BULLYING CAMPAIGN

Why not support our anti-bullying campaign by entering our competition? You can produce material in any format to support our key message of:

Be kind: does someone need your help?

You could make a poster, produce some Art work, write a poem, short story or comic strip, choreograph a dance routine or write and produce a short play!

There will be 5 house points for every entry received and the following prizes for the top 3 entrants:

- 1st Prize £30 voucher and 20 House Points
- 2nd Prize £20 voucher and 15 House Points
- 3rd Prize £10 voucher and 10 House Points

Be Kind!



Does someone need your help today?

You should submit your entry through Google, **Class Code wrpcejs**

Take a picture of your work and paste it onto the Google Slide that has been assigned to you, the click on 'Turn in' button next to the 'Share' button. You should be able to embed any audio or video onto the slide. **Please contact Mr Bentick or your Head of House if you need help in submitting your entry.**

LIBRARY ONLINE RESOURCES

Here are a few ideas to help keep you reading!

Free e-books from 'Many Books', a great website to read children's classics online or through a free download.

<https://manybooks.net>

Great learning through politeness, honesty and hard work

Free e-books from Project Gutenberg, with over 60,000 titles, although many are American.

<https://www.gutenberg.org>

Audible are currently offering free audio stories to children.

<https://stories.audible.com/start-listen>

Author and poet Michael Rosen has a YouTube channel where he reads excerpts from his stories and poems

<https://www.youtube.com/channel/UC7D-mXO4kk-XWvH6lBXdrPw>

Chatter Pack have collated many free online resources from virtual tours of museums and galleries to online language courses and live streaming of the Koala Enclosure at Edinburgh Zoo. There are also loads of subject based resources too from Music to Geography and Cooking with Jamie Oliver. There are enough resources to relieve the boredom of the most discerning students!

https://chatterpack.net/blogs/blog/list-of-online-resources-for-anyone-who-is-isolated-at-home?fbclid=IwAR194aQ65La90zAu5P0-tvGklj7QgoOsTaRulYZm1J6c_OYeh5MYmapFFM4

Matt Imrie, Ex-School Librarian of the Year has put together a Teen Librarian Newsletter. It is full of interesting discussions aimed at KS4 students about books and libraries and the benefits of reading. This issue has news about a TV series being made called 'Love, Victor' which is based on the book 'Simon Vs The Homo Sapiens' by Becky Albertelli, the inspiration behind the film 'Love, Simon'. He also looks at the TV adaptation of Noughts and Crosses and a blog about BAME authors.

<https://us20.campaign-archive.com/?u=32ffbca7d353f6dcc0c7c0953&id=3fd33e0f90>

COLLEGE AND CAREERS

Tameside College Website FAQs

We know that during these difficult and confusing times, year 11 students will be concerned and anxious about their future options. Tameside College have put together an FAQ section on their website to try and answer some of the questions students may have.

<http://tc.icanbe.click.gridhosted.co.uk/faq-applying/>

British Airways

British Airways have launched their Virtual Inspire Academy this week - this will be a regularly updated resource looking at careers and employability skills. The resources are not just for those thinking of a career in aviation but for all students. The first video session is on creating a good first impression. There will be new sessions daily at 12pm. Check out the website at:

<https://careers.ba.com/meetandgreet>

Positive Steps

Please see the article in 'Reminders and Messages'.

Great learning through politeness, honesty and hard work

Parenting Helpline

Parents and Carers, if you have any worries or concerns that you would like to talk about, please feel free to contact the Parenting Helpline who may be able to help.

Positive Steps

Lee Jackson from Positive Steps is available to all Year 10 and 11 students for discussions around post-16 options and choices, especially those students from Year 11 who have not chosen a post-16 destination as yet. He can talk you through the details of applying for colleges, what courses to choose and what opportunities there are for employment or apprenticeships. Any issues or concerns, big or small, please feel free to contact him at:

LeeJackson@positive-steps.org.uk



Parenting Helpline

Do you need support, advice and guidance?

Monday AM 9-11am
Kim McInerney (07583971806) or Rachel Berrisford (07971800378)

Wednesday AM 9-11am
Azara Azam (07870277592) or Rachel Berrisford (07971800378)

Friday AM 9-11am
Jenny Bostock (07598555122) or Rachel Berrisford (07971800378)

The Parenting Team are here to support you during this time. If you have any worries or concerns that you want to share, please call one of the team on the numbers detailed or email:
parentingreferrals@tameside.gov.uk

grow Local Enterprise
Tameside Metropolitan Borough

JOB VACANCIES AT THE ACADEMY

Maths Teacher

Pay Scale: MPS/UPS (starting point can be negotiated for an outstanding applicant)
Contract: Permanent
Closing Date: 19th April 2020
Start Date: 1st September 2020

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Humanities Teacher

Pay Scale: MPS/UPS (starting point can be negotiated for an outstanding applicant)
Contract: Permanent
Closing Date: 19th April 2020
Start Date: 1st September 2020

The ability to teach History to GCSE standard is essential and there will also be a requirement to deliver KS3 Geography and Religious Studies lessons.

Modern Foreign Languages Teacher – 0.6 FTE

Pay Scale: MPS/UPS (starting point can be negotiated for an outstanding applicant)
Contract: 0.6 FTE
Closing Date: 19th April 2020
Start Date: 1st September 2020

The ability to teach Spanish to KS3 students and GCSE level is essential. The post-holder will also be involved in planning and delivering Spanish lessons to KS2 students in the primary schools that are part of the Droylsden Schools Partnership work.

Humanities Teacher (Maternity Cover)

Pay Scale: MPS/UPS (starting point can be negotiated for an outstanding applicant)
Contract: Maternity Cover Contract
Closing Date: 19th April 2020
Start Date: 1st September 2020

The ability to teach History to GCSE standard is essential and there will also be a requirement to deliver KS3 Geography and Religious Studies lessons.

Applications from NQTs are welcome for all four posts.

About the Academy

Droylsden Academy is enjoying a period of rapid improvement; this is a very exciting time to join us as we are building a team of committed professionals who are driven in making our vision of becoming outstanding a reality. The Academy was recently inspected and Ofsted noted the rapid progress our school is making. The result of this inspection was the **school being judged good in all areas.**

If you are a teacher who:

- Has an excellent track record
- Has sound subject knowledge
- Is an excellent classroom practitioner
- Is interested in working with a strong and committed faculty within the school

this is the ideal opportunity for you.

Great learning through politeness, honesty and hard work

All candidates must hold QTS (Qualified Teacher Status).

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. To ensure this, successful candidates will be subject to an enhanced DBS disclosure.

Interested applicants should complete a Droylsden Academy Application Form and Equal Opportunities Application Form available on the school website at

<http://www.droylsdenacademy.com/work-at-droylsden-academy/3527.html>

Completed applications should be returned to:

hr@droylsdenacademy.com