



Friday 3 July 2020

Full reopening of schools in September

Yesterday afternoon, we received [this guidance](#) about the actions we need to take to reopen schools to all students from September. There is a lot to do and we have some major decisions to make about the safest approach for our school.

The key priority for school leaders is to make sure that we follow public health advice to ensure that we minimise the risk of Covid-19 transmission in our school, whilst at the same time enabling all students to be able to return in September on a full time basis. To do this, we will need to reduce the ways that students can mix, which will basically mean that we keep year groups separate from each other, potentially with different start or finish times. We will also amend our curriculum, in line with some of the changes being proposed to reduce the content for Year 11 students to study next year and also to ensure that we help students catch up on any learning they have missed.

There is advice for parents, too, which you can see [here](#). Attendance will be compulsory once more, so get in touch with us if you have concerns about your child coming in once you've heard our plans for this. We're all being asked to reduce our use of public transport - if your child can walk or cycle to school instead of using the bus or tube it is really recommended.

I will of course keep you updated as soon as we have developed our plans. Thank you in advance for your support!

Ms Budd - Headteacher

Featured Fabulous Friday Winners

We have a good number of examples of student work to feature this week which is wonderful. It is great that students are sustaining their efforts right through to the end of term. Again, please encourage your child to send through work they are proud of so that we might feature it in next week's newsletter.

Art – Khushi (10TAT)

French - Leila (10ZUD)

Literacy – Ryan (7SRE)

Art – Tajmeet (7HVP)

French – Maryam (10MBE)

French – Tajmeet (7HVP)

French – Yvan (8HLA)

Catering – Dilan (8KGA)

German – Mann (10SHO)

Maths – Lyriq (9GTA)

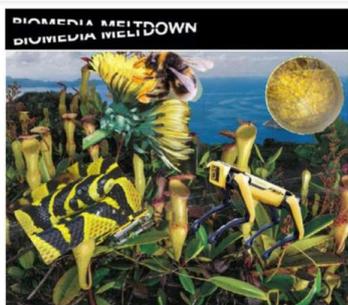
Catering – Goutham (8HLA)

Maths – Rachel (9ABA)

Maths – Tharsika (9GTA)

Maths – Sian (9DKA)

Biomedica Meltdown Winners



My category is to do with yellow living things. The reason I have added the robotic dog is because it would end up becoming more into society and will be the future for nature.

Twisted Taxonomy

1st Place

David & Sallah, Northolt

David and Sallah were joint winners in this year's Biomedica challenge – a fantastic achievement! The competition, which is run by [The Linnean Society](#), is now in its fifth year. The Linnean Society runs workshops which have brought natural history to life through cross-curricular learning, using new technology alongside traditional techniques.

This year was their biggest competition yet, they had over 1,000 entries made by 2,000 young people. David and Sallah used photography skills on ipads to create their collage focusing on different details taken from nature and linked this with how different the future may look.

Ms Jones – Subject leader for Science

Subject Focus: Music

When we think about music, we think about what we hear and what we can do physically and whilst this may be true when it comes to music making, it is not always necessary.

Year 7 and 8 students have been building a solid foundation of theoretical music that is essential to the study of music. For example, year 7 students have been working on [classical music](#), where they have explored the great works of composers from the western classical era and their compositions. In addition to this, they have also restudied - but in more depth - the elements of music, which could be considered as the 'ingredients of music'.

Year 8 students have been studying [Jazz music](#) and [Pop music](#). In both instances, they have looked at what makes each genre of music what it is, who are the key musicians and icons of each genre as well as having the opportunity to evaluate the music.

Year 9 Music: Students have been working on their [201TA assignment](#) where they have to compare two genres of music. To do this, they must look at the origins of the genres, factors that led to its conception, as well as imagery and fashion associated with it. This provides students with a solid knowledge base for the second part of the assignment where they will have to carry out an in depth analysis of either one of the genres they have already studied, or if they would like to stretch themselves, a completely new genre.

Year 10 Music: Students have been working on a combination of [two assignments](#) in preparation for year 11 when they will be taking their external controlled assessment. As well as studying genres of music, they have also been building up their theoretical knowledge of recording a band. This is a very complicated topic, where they have to consider aspects such as acoustics, microphone placement and distance from instruments, as well as being able to use different 'post production effects' correctly. Furthermore and to develop their organisation skills, they will also be responsible for organising band rehearsals so that they can carry out the recordings successfully.

Mr Wasiq – Subject Leader Performing Arts and ICT

An exciting STEM opportunity

Here at Northolt High School we love to promote Science, Technology, Engineering and Maths to inspire students and to make them think about the future and maybe their own careers. The lockdown has presented many challenges but also an opportunity for innovation in this area. We would like to encourage all students to take part in the following free, online event on Tuesday 14th July as a way of lighting that spark and thinking in innovative and exciting ways. Meet the inspirational scientists, healthcare professionals, engineers, technicians and students doing incredible things during lockdown. [Click here for further details of the event and how to take part.](#)

Seizing opportunity

Instilling ambition

Realising potential

Unconscious Bias

As you will be well aware, the murder of George Floyd and the resulting world-wide protests supporting the Black Lives Matter movement is currently in receipt of regular media coverage. The mayor of London, Sadiq Khan, has said that all London landmarks – including street names, the names of public buildings and plaques – will be reviewed by a commission to ensure they reflect the capital's diversity, with a view to removing those with links to slavery. This has led to calls for a review of the curriculum in schools to ensure that we do not perpetuate racist attitudes in our teaching and behaviour.

At Northolt High, we have already begun work to address this concern. Over the past year we have been involved in an Ealing-wide project looking at the ways to tackle the obstacles to academic progress for our Black Caribbean students. We are very grateful for the support and input of Black Caribbean students and their parents in this project. Through this work it has become clear that our current school curriculum does not show sufficient awareness of our colonial past and that, as a result, it can unconsciously continue to perpetuate unhelpful stereotypes. We have therefore commissioned external support to work with us next term, in order that we might "de-colonise" our curriculum, so that it shows a greater awareness and sensitivity to the past whilst also better reflecting the diversity, history and experiences of all our students.

As well as the longer term work we're doing to revise our curriculum, we thought it may be useful to provide you with some support in speaking to your child about racism now. Please find linked here [A Parent's Guide to Black Lives Matters](#) - a resource which aims to provide advice and tips to help ensure that children are aware of what racial inequality is present in modern-day Britain, as well as sharing knowledge and tools with which we can combat racism today. There is lots of useful information in this document which you may wish to look at with your child.

Mr Haresnape – Deputy Headteacher

Staff Feature



One of my favourite sayings is, 'count your blessings.' Maybe it's because I'm a maths teacher and I love anything to do with counting, who knows. Anyway, I've thought about this instruction a lot during lockdown and I've become more aware of what my blessings are. I made a top 10 list that changed every week. Number one was always, I'm alive and I'm healthy. Number two: my family and friends are alive and healthy. The blessings on my weekly lists varied from deep to very shallow after the first two meaningful ones. During the early days of lockdown, Joe Wicks got in at number three because he kept my two kids under five busy for 30 minutes. Other blessings that have appeared in all of my lists have included working at Northolt High School, the privilege of playing a part in the development of our incredible students, who I've really missed, the people in payroll, my iPad and cashew nuts (I would have given up being vegan a long time ago without cashews). I look forward to being back in the full swing of the Northolt community."

Mr Ogedengbe – Maths Teacher

help@northolthigh.org.uk

If you or your child are encountering any problems and would like some help in supporting their learning, please email help@northolthigh.org.uk. This can be to address any kind of issue you may be having either with the nature of the work or more technical issues like a lack of internet access, login problems or password problems.

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