

Three Towers

SUMMER
NEWSLETTER
2023



Message from the Head Teacher Miss Isherwood

Welcome to the latest edition of our newsletter which I hope will give you a brief insight into the vast array of things your child has been involved with since December. It is always lovely to flick through and remind myself of all the different things that we provide alongside the “normal” curriculum.

The learners have had another successful year, although we still need your support with secondary attendance and punctuality; these are important traits for your child to learn especially as they get ready to leave us and either return to mainstream or enter the world of work and/or college.

This year has seen a large number of successful returns to mainstream schools — we wish those learners every success for their future, and in the nicest possible way, we hope we don't see them again.

A number of staff changes have

happened this year. Ms Murphy went and returned from maternity leave, having welcomed her son just before Christmas; and Ms Parry is now on maternity leave enjoying the company of her new son. Ms Gibson is Acting Head of Foundation Department during Ms Parry's absence. Mrs Bray also had a change of title to Operations Manager to better reflect her role in school.

Ms Burton and Mr Loudon left in October to pursue careers outside education whilst Mrs Bennet retired at Christmas. Our deputy head and director of primary, Mrs Lockyer retired at Easter closely followed by Ms Moore. Ms Mayer is leaving at the end of summer to take up at new role at Bedford High School and Ms Buck is going to be an assistant head at a special school in Newton-le-Willows.

Also at the end of the summer, Mr Davies is retiring although he will be doing the occasion bit of work

for us next year. We wish them all well for their futures.

Over the summer we will be preparing to welcome more Key Stage 1 learners from September at the request of the local authority. We are also refreshing our curriculum offers to all key stages but especially for our primary learners, ensuring that skills and knowledge are covered in a way that better suits the needs of all our learners.

Whilst school is almost over for the year, we eagerly await the exam results for our Y11. These are due on August 24th and I am sure they will reflect the amount of hard work they put in to preparing for these crucial exams.

On behalf of everyone at Three Towers, I wish you a safe, restful and hopefully sunny summer and look forward to welcoming learners back for a new academic year in September.

SUMMER 2023

Elm

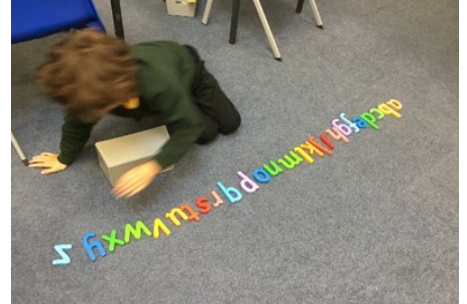
Our class has had a busy summer term focusing on the topic 'All Creatures Great and Small in English; they studied the books 'T Rex on Tour' in summer term 1 and 'The Amazing Life Cycles of Butterflies' in summer term 2.

From the book 'T Rex on Tour' we went on a virtual trip to a dinosaur museum; from this we were able to create lots of amazing written pieces on dinosaurs as well as working on our individual reading and writing targets. 'The amazing life cycle of butterflies' inspired us to go on a bug hunt and we watched caterpillars develop into butterflies. Then we created our own who am I riddles and classification charts.

In Maths we have covered a huge range of topics as well as showing determination in improving our knowledge of times tables by completing precision sheets and completing Times Table Rock Stars, as well as learning about place value, addition and subtraction and geometry. We also looked at multiplication and division, fractions, and measure completing lots of concrete work as we started new topics before completing lots of work in our books once we became more confident.

In life skills we learnt all about different types of jobs and what they involved and then we talked about what we would like to be when we are older.

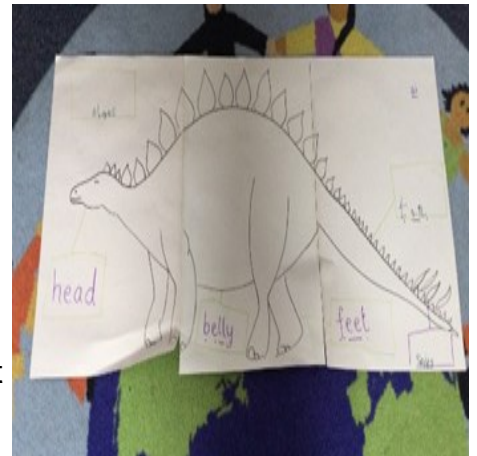
In cooking developed our skills in biscuits making and improved our knowledge about healthy eating.



Little Acorns



Wow, we have had an exciting term. We found a mystery egg in the Story Land Box. A footprint appeared in class, then a dinosaur visited the classroom! So we didn't forget any of this, we wrote diary entries about the egg, found out about dinosaurs using non-fiction books and wrote letters to the mother dinosaur about her baby.



In Maths, we have focussed on telling the time to the hour and half past the hour.

We made their own clocks, built clock towers in the construction hut and did time challenges in the classroom.



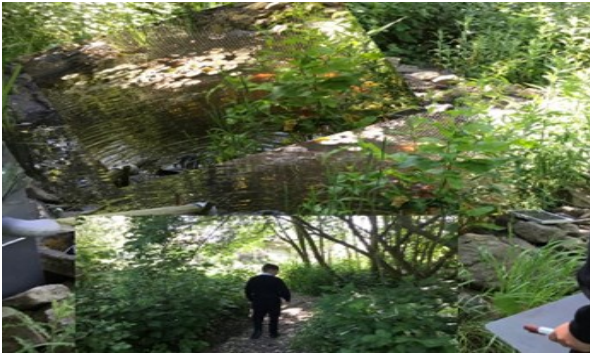
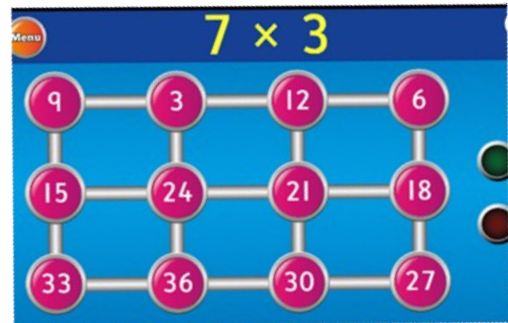
In art, we have been doing a mixture of crafts including making their own playdough, slime and animal reflection pictures.

To celebrate the King's coronation, we made crowns, bunting, banners and used the colours of the Union Jack



Maple

In Maths, we have been learning about multiplication and division, fractions, measure and statistics and we completed a wide range of written and practical work. We have also been practising our times tables by competing on Times Tables Rockstar's and Hit the Button



In English, we have been working on the theme 'All creatures great and small' so we have looked at mythical creatures and dinosaurs. We have researched and written fact files on dinosaurs and designed and described their own mythical creatures. We have also looked at different habitats, writing reports and researching facts about animals and their habitats.

In World Studies, we have been learning about Beliefs Around the World and Ancient Greece. When studying Beliefs Around the World, learners were given the opportunity to explore different religions and beliefs including Islam, Judaism, Buddhism and Sikhism.

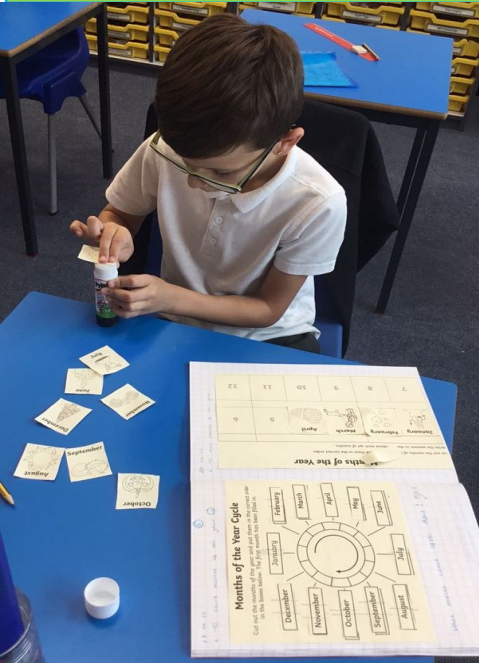
In our Ancient Greece topic, learners explored the history of Ancient Greece, including Greek Gods and the original Olympics. The learners especially enjoyed trying a range of Greek food including koftas, pitta bread, hummus and olives.

In PE, we have been working to develop our skills within striking and fielding games and athletics.

In our striking and fielding topics, we practised throwing, catching, striking and fielding skills in a range of games, before we focussed on using these skills within cricket and rounder's games. During our athletics topic, we developed a range of skills including running over distance, jumping from a standing position and learning how to throw a javelin.



Cedar



We have been working hard towards our personal maths targets. Mason has been learning about fractions and how to find fractions of a quantity of objects. He has been working really on more complex fractions such as finding $\frac{2}{4}$'s and $\frac{2}{3}$'s—what a fa mathematician

Blake has been working on his multiplication targets with a focus on $4x$ and $8x$ tables. He has also learned his $9x$ tables by heart—what a Rock Star timetable!

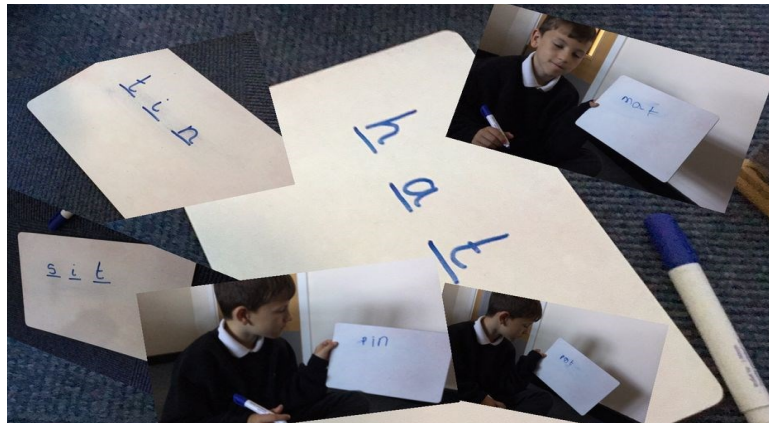
Denton has been concentrating on finding one more and one less of a set number of objects. He has also been looking at his numbers and learning how to write them in words. He has now moved on to months of the year

We have all accessed maths through various practical activities, such as 'number hunts' weighing and measuring, and time telling using real clocks, as well as enjoying using our maths skills to problem solve real life situations.

This term we used our English lessons to focus on animals and their habitats and used a range of non fiction texts to research our chosen animals. We used our research to produce fact files about our favourite animals.

We have all enjoyed researching our chosen animals and habitats using the iPad and have made mind maps to help us with their writing. We also made sensory habitats to help them describe the habitats their animals live in.

In our SPAG lessons this half term Mason has concentrated on expanded noun phrases whilst Denton has been working really hard with his phonics and reading. He is learning his phase 2 sounds and reading cvc words confidently! Blake has been working on extended writing and also subordination. We have all worked really hard on our own targets this term.



In PSHE, the focus this term has been our wellbeing and we have especially enjoyed looking at compassion. We looked at what compassion was and we found that it is often easier to show compassion to other people than it is to yourself! So we made a compassion wheel with strategies that we can use to be kinder to themselves

We have also had time to spend learning about Ancient Greece. We now know how the Ancient Greeks have influenced our lives today. We have looked at Greek art and architecture and even got to taste some Greek food.—Yummy!

Art



KS3 Art

From the start of 2023 there has been a flurry of creative learning taking place. Learners have developed many different skills from painting to printmaking, looking at a variety of different cultures, art movements and experimenting with non-traditional ways of creating art work.

To start, Y7 & 8 learners experimented with applying colour in different ways—Inks were dripped, blown, marbled and printed using shaving foam looking at the different effects and how colour mixes when used in different ways.

The learners then went on to look at the Kanga textile art, with their colourful patterns and then Pop art making their own food-based sculptures. This last half term has seen the learners focusing on Islamic art with geometric patterns and calligraphy.



Year 9 learners have looked at Natural Forms, using digital photography and creating plaster tiles in the style of Sophie Munns. They then studied Pop art, using a variety of different techniques from observational drawing to sculpture. This last half term has been about exploring the theme of identity and using



their own

fingerprints as a starting point to create art works.

KS4 Art

Year 11 worked hard in undertaking their controlled assessment and getting their portfolios completed for GCSE submission.

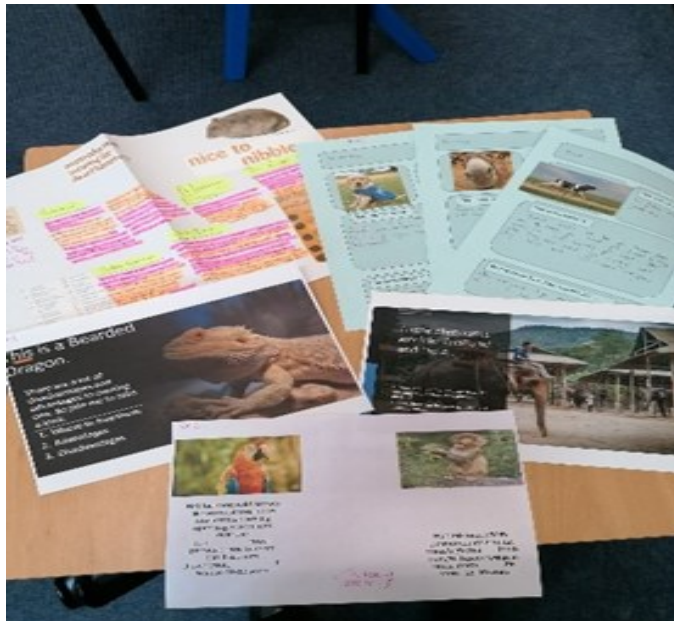
Year 10 have continued to develop their coursework portfolios with their personal projects. Learners have been conscious to make sure that they are following the assessment objectives whilst experimenting with many different techniques and researching different artists.



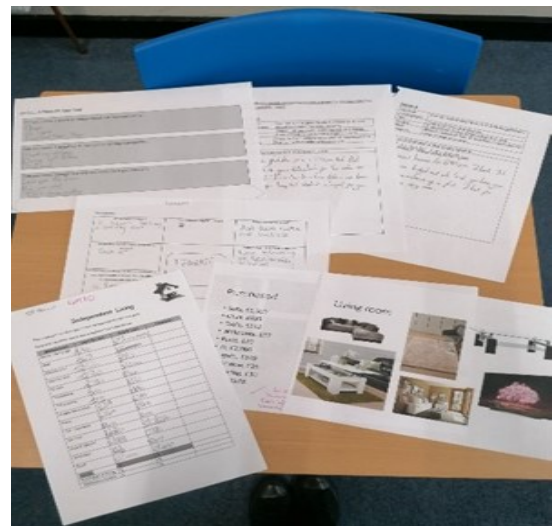
ASDAN

During Asdan this year, we have covered a wide range of topics and have developed learners knowledge of key life skills.

This term, our KS3 learners have been learning about Animal Care, and working hard to complete this module. Learners have researched working animals, how to care for a pet, habitats of zoo animals and we have had a great debate on whether zoos should exist. Some of the learners work can be seen below.



In KS4 we have looked at the topic A Place Of Our Own. This topic has looked at how to live independently and what key skills learners will need to know as they become older. During this topic we have researched the advantages and disadvantages of renting, the difference between renting and mortgages, budgeting for monthly household bills and even how we would furnish our own property.



Lastly, we have recently started to work on developing our Leadership skills. This is something that we will be continuing with in the next academic year, in particular looking at how we can link our leadership skills to our career goals.

Cooking

This academic year our learners in KS3 have studied 'Food Around the World', while KS4 have concentrated on fine tuning their practical cooking skills ready for their assessment.

Below are just some of the dishes that have been produced by both KS3 & KS4 learners



Quiche



Full English Breakfast



Spaghetti Bolognese



Demonstrating knife skills

Drama

KS3 Drama

Drama at KS3 is often led by the learners and we explore the arts in a way that supports their own development, challenging them according to achieve progress academically, socially, and emotionally. Some learners enjoy performing and will seek opportunities to perform in front of an audience, whilst others prefer to develop their understanding of drama through design and production. This term we have looked at a range of topics such as Internet Safety and Bullying through various methods such as: role-play, mime, set design and multi-media use. Below are a few pictures of the learners' work:

KS4 Drama

This term another Y11 cohort successfully completed their Drama GCSE; we entered our first ever design candidates specialising in set design and costume design and their work ethic has been incredible. As part of the course, learners are required to devise their own piece about a topic of their choice – they chose to explore the topic of gender equality through the style of Theatre-in-Education and their work was outstanding. Learners displayed maturity, sensitivity and created a piece that was both thought provoking and moving.

Meanwhile Y10 have completed their Bronze Arts Award – an award that demonstrates an ability to sustain and implement a range of transferrable skills needed both in school and everyday life. Again, learners were asked to create a piece about a topic of their choice – they chose “the effects of gang culture” and again, have started to create a piece that shows creativity, maturity and a real understanding of the impact that poor choices have in today's society.

Below are a few pictures from their creative process:



English

The run up to summer is always a busy time for our learners and they have shown some fantastic skills, knowledge and understanding alongside learning an array of new skills needed for them to progress as individuals.

In Key Stage 3 our learners have focused on the topics of poetry and "Our Day Out". They have read a wide range of challenging literary texts and have demonstrated their reading, writing and oracy skills through individual, group and class tasks.

In Year 10, the focus has been on honing our GCSE Paper One questions skills so that our learners can face the mocks with confidence. Our learners have worked on the core skills of Reading Comprehension and Writing Composition.

Our Year 11s have been preparing for their GCSE Exams in Language and Literature. We are very proud of all the hard work and dedication they have shown and wish them all the very best.


Of Mice and Men Chapter Two Character Descriptions: Curley's Wife

Task 1: Read from Chapter two 'Both men glanced up' to 'She's a rat trap if ever I've seen one'. What do you find out about Curley's wife?

Task 2: Add quotations from the text about Curley's wife to the quotations that have been collected below. Pg 53

Task 3: Use the quotations to draw Curley's wife in the box to the right.

'She had full rouged lips and wide-spaced eyes, heavily made up.'	'Her fingernails were <u>red</u> '
'Her hair hung in <u>little lullu curls, like sea shells</u>	'She wore <u>green mouse dress red shoes</u>
'She put her hands behind her back and leaned against the door frame. <u>so that her body was thrown forward</u>	'Nobody can't <u>blame a person for looking</u>
<u>She smiled archly at me every body</u>	George said <u>bravely</u> 'well he ain't now



Curley's Wife

Health and Social Care

This term, learners have been exploring the many public health challenges the country faces in modern times. They have looked at the approaches used to encourage physical, intellectual, emotional, and social health and well-being. This has given them the opportunity to reflect on their own lifestyle choices, factors that can influence health and well-being and any barriers they may come across.

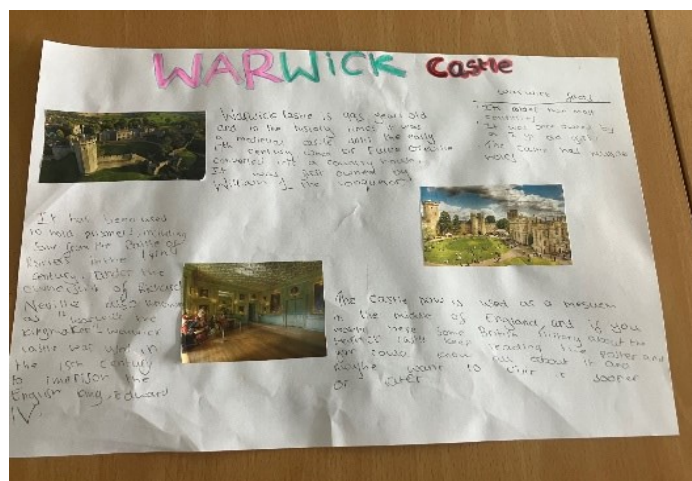
From this, learners chose a current public health issue and created their own public health campaign to tackle. Learners have been focusing on the challenge of 'Mental Health'; including its impact on individuals and society.



They will deliver this to a target audience and then evaluate their own performance.

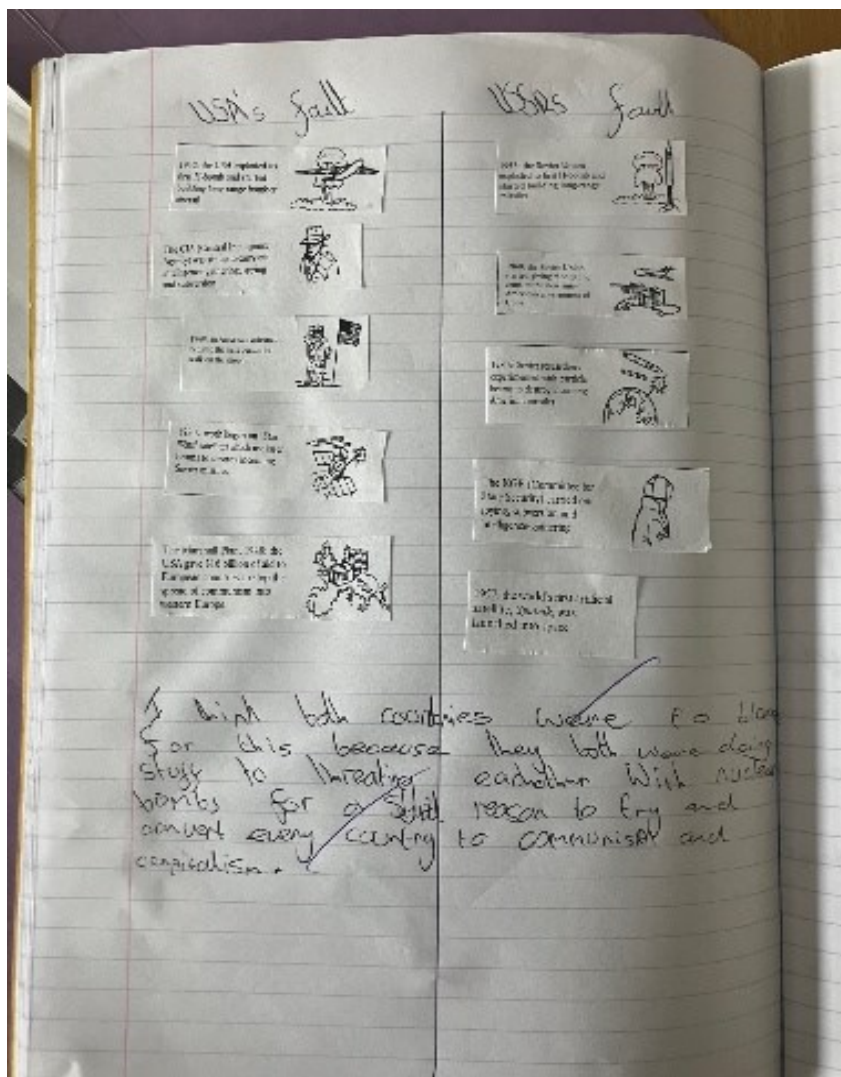
Humanities

It has been another busy few months in the Humanities department with a vast variety of historical periods and cultures from around the world studied. Our Year 8 learners have continued to complete tasks for their ASDAN History and Geography short courses. This has included the crossover history and geography task of researching a range of UK heritage sites before picking their favourite and creating an educational display or piece of promotional material for the site.



Our Year 9 learners have recently completed the WW2 and The Holocaust topic and have now moved on to the Post WW2 topic for the summer term. For this they will study and learn about the formation of the NHS, The Cold War, The Space Race, the Assassination of JFK, the fall of the Berlin Wall and 9/11.

Lastly, our KS4 learners have been extremely busy. Our Year 11s have recently sat their two GCSE history papers which covered the four historical depth studies which they have completed. These were Opportunity & Inequality: America 1920 – 1993, Conflict & Tension: The Inter-War Years, Health & The People: Britain c1000 to the Present Day and Elizabethan England c.1568-1603. Our Year 10s have completed the Opportunity & Inequality topic and have recently moved on to Conflict & Tension. A crossover topic / event for both of these Studies is The Cold War and an example of some research and a judgement paragraph about who should take more blame for it can be seen below.



Mathematics

This term in maths our Y11 learners have been preparing for the final examinations. With the help of onsite and online revision sessions, online packages such as maths watch, staff and learners could put together a revision plan and we now just need to see what the results bring in August. Some of our Y11 also studied statistics.

Y10 are already well over half-way through their courses and we are exploring what qualifications best suit their own personal learning styles. Key Stage 3 have explored starters like the ones below. See how everyone at home gets on with these.

CAN YOU SOLVE THIS?

$\square \times \square \times \square = 27$

$\square \times \triangle \times \triangle \times \triangle = 24$

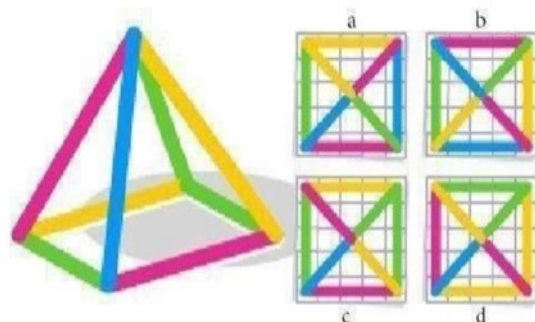
$\square \times \triangle \times \bigcirc \times \bigcirc = 96$

$\bigcirc + \square \times \triangle = ?$

$$3 + 3 \times 3 - 3 + 3 =$$

- a) 18
- b) 12
- c) 03
- d) 06

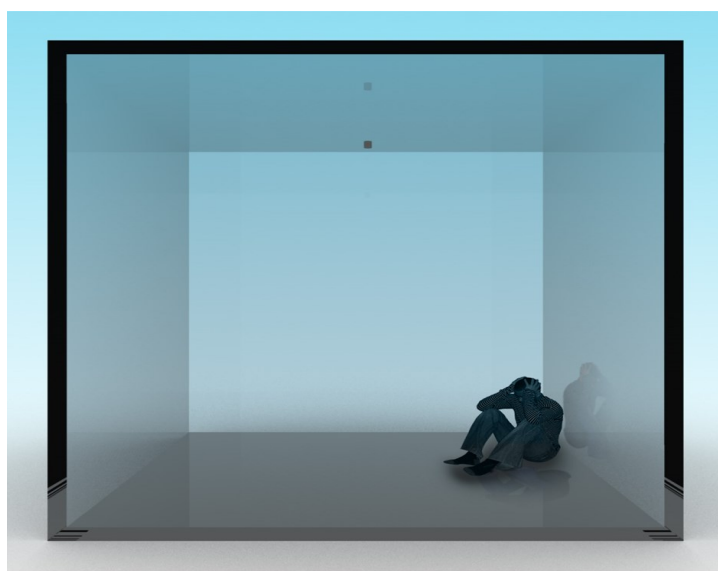
Which is the top view?



P4C

This term in P4C we have been discussing the idea of freedom. What types of freedom is there? How much freedom should we have? Is freedom or security more important? Some of our young people thought that our mind can be free while our body isn't. Has your mind ever told you to get up in the morning but your body doesn't move? I have that problem most Mondays. Other young people thought that freedom is more important than security but that having too much can make you so free that you can be unsafe. These are just some of the questions and answers we've been coming up with. What do you think? Check out our summer philosophy question below!

Is this person free?
What makes them free/unfree?
What does it mean to be free?



PSHE

KS3

Learners have explored a series of topics such as Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me and Relationships, with a strong focus on developing personal attributes in a structured, age-appropriate, and developmental way. Learners have had the opportunity to take part in Mindfulness practice to support self-regulation, self-awareness, and stress management at the start of each lesson.

KS4

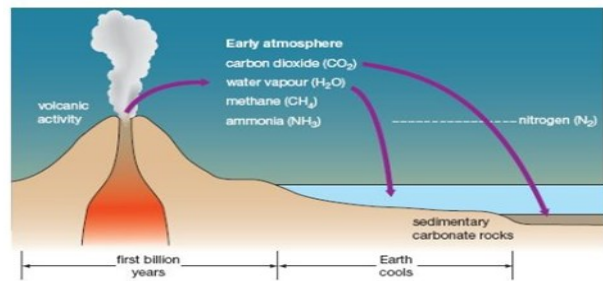
Key stage 4 learners have enjoyed building their knowledge and skills in their Personal Growth and Wellbeing lessons. They have developed valuable skills, learning how to lead happier, healthier, and more successful lives. Our approach encourages engaging conversations about life's big issues and helps learners to gain a better knowledge of themselves and the world around them.

Our secondary PSHE programme is supported by the scheme Jigsaw. This is a whole-school approach to PSHE / Health & Well-being, which includes statutory RSHE (England DfE 2019). We will be putting more about this on our website over the summer.



Science

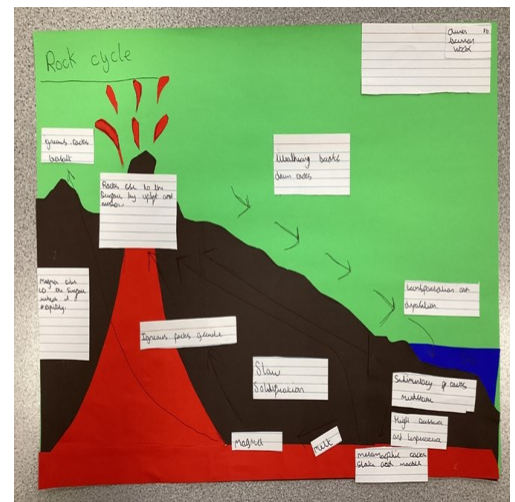
In Science, Year 10 have been completing their BTEC assignments focusing on how human activities affect the Earth and its atmosphere. They have explored the impact of things such as burning fossil fuels, transportation and quarrying on the atmosphere and how this is contributing to global warming. They have then identified and described any natural contributions such as volcanic eruptions which caused changes in the atmosphere over time.



Volcanoes released the gases in the Earth's early atmosphere



KS3 learners have been studying Rocks and Climate change during this half term. They have been investigating Rock types and using keys to identify different rocks. They have also been learning about the Rock Cycle and have created some excellent posters explaining the processes which create different rock types.



P.E

Y11s have worked hard this year, primarily on their coursework modules:

Developing Sports Skills – looking at their own strengths and weaknesses in a chosen sport and working out what they could do to improve.

Next **Leadership in Sport** – exploring different kinds of sports leader; their roles and responsibilities and taking on the leadership role themselves.

Increasing Awareness of Outdoor and Adventurous Activities module—looking at different kinds of activities; different kinds of outdoor organisations and providers and the benefits of participating in outdoor activities.

They also went on two adventurous trips as part of the module – for a hike up to Rivington Pike and to Go Ape at Rivington to complete the high ropes course, before completing their end of year exam (**Contemporary Issues in Sport**) exploring different barriers and factors that effect participation in sport, the role of sport in supporting values, importance of hosting major sporting events and the role of national governing bodies in sport.

Overall the year has been successful, the learners tried their very best and overcame challenges throughout; whether that was by finishing coursework off that they found difficult or attempting the high ropes at Rivington with a fear of heights.

Y10 have been carrying out their coursework which will be carried over into year 11. The Sports Studies course is slightly different for this group as there is a new specification. Instead now there is 3 modules, 2 coursework modules; performance and leadership in sports activities, **Increasing Awareness of Outdoor and Adventurous Activities** and an exam – **Contemporary Issues in Sport**. So far positive strides have been made, meaning that the learners will be in good stead after summer as they will have already completed some of the course already.

Key Stage 3 groups have covered lots of sports this year (Basketball, Badminton, Football, Rugby, Cricket, Athletics, Table Tennis, Dodgeball). They have been learning new skills within the sports and putting them into practice. Developing tactics and strategies is also explored, therefore figuring out ways to win and how exploit weaknesses in importance. Participation and engagement has been the priority this year and for the most part the learners have given everything a try, had fun and made progress in the process. Let's hope for more of the same next year



WRL & CEIAG

Many of our learners benefit from having a vocational placement included in their timetables which lead to recognised qualifications. All our Vocational Placements have helped learners to develop vital skills to prepare them for post 16 education, employment, and training.

We currently have learners on placement at the following providers: The Ark, Bikemech Training, Elysium Training and JEP Youth Engagement.

Some learners have developed real life work skills through work experience placements. Having an extended work experience placement often gives our learners an advantage over other young people of their age. It also offers them a good source for a work and character reference when looking for employment.

Learners have gain IOSH, IEMA, RoSPA, IoH and CPD assured qualifications to help them to gain knowledge in a particular field.

Careers Education Information Advice and Guidance

This year all our secondary learners have taken part in a range of events, including Careers Fayre, Careers Event, National Careers Week and National Apprenticeship Week. Feedback from the events was very positive.

The Vocational days and careers events support the Careers Framework and Gatsby Benchmarks.



Health & Safety in Construction Environment

Our Y11 learners who are interested in a career in construction have the opportunity to complete a BTEC qualification in health and safety in a construction environment. The aim is for the learners to achieve the qualification, then help them prepare and pass their operatives test which will get them their CSCS (construction skills certification scheme) card. Once they have the card this means they can go and work on a building site, either through apprenticeships or full-time employment.



Outdoor Education

This year learners have had the opportunity to take part in many different activities including scavenger hunts, hill climbing, making gifts, rock painting, gardening and planting, using tools safely, making rafts, cooking on an open fire and learning about ECO systems.

Throughout the learners have demonstrated how to be safe and respectful in our local community and have been on litter picks and enjoyed exploring the woodlands.

Learners have really thrived during our sessions learning new things, completing new challenges, building resilience, confidence and team building skills. Learners love spending time outdoors.



Literacy Intervention

BOOK OF THE YEAR

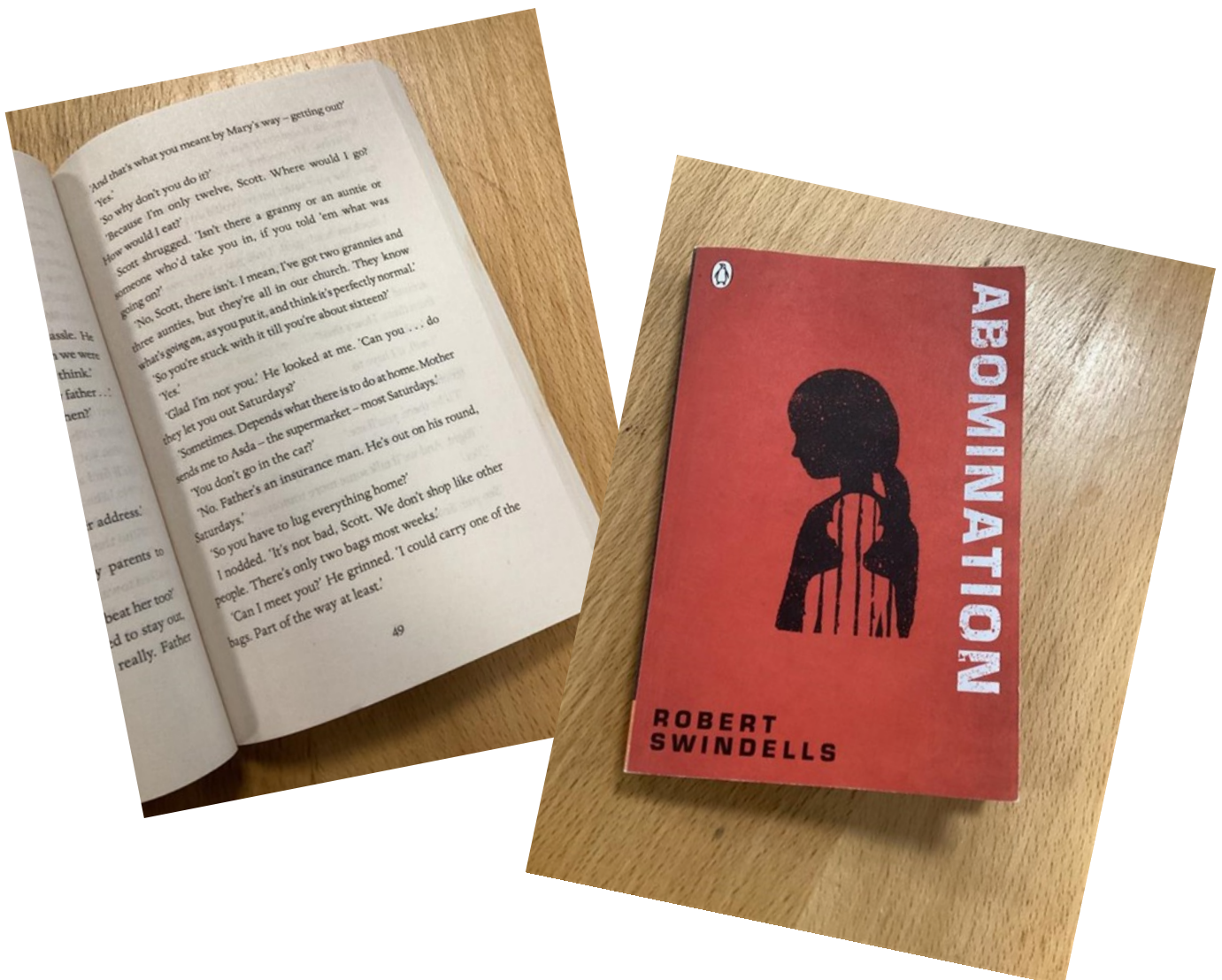
This came as a recommendation from one of our year 11 learners.

Abomination by Robert Swindells

Set in 1998, "Abomination" is a story about love, cruelty, family and the birth of the Internet. A powerful, disturbing thriller reissued in The Originals series of classic teenage fiction.

Martha is twelve - and very different from other kids, because of her parents. Strict members of a religious group - the [Brethren](#) - their rules dominate Martha's life. And one rule is the most important of all: she must never ever invite anyone home. If she does, their shameful secret - Abomination - could be revealed. But as Martha makes her first real friend in Scott, a new boy at school, she begins to wonder. Is she doing the right thing by helping to keep Abomination a secret? And just how far will her parents go to prevent the truth from being known?

If you would like to discover Martha's secret, this book can be borrowed from the school library.



Remote Learning

Remote Learning- What does it mean?

Remote learning is an integral part of our provision. Learners may need to access their education remotely for a variety of reasons and when this is the case, those learning at home are loaned a laptop, which has appropriate filtering and monitoring in place, and mifi if needed so they can complete their work.

For some learners this is a longer-term package, as it best meets their needs, but for others it may be time for reflection and time to address some of the issues that are preventing them from engaging well with other parts of the provision.

TEAMS is used for online learning, which allows us to deliver face to face, engaging and interactive lessons. In using TEAMS, teachers can easily communicate with learners and can deliver live lessons. They can also collaborate and work alongside learners on documents at the same time to create that sense that they are both still in close contact with each other. When learners want to work independently, the teacher can observe what work is being done in real time. Independent work is also set using a variety of on-line programs including mathswatch, Seneca, and IDL



Microsoft Teams

Most learners, who are on-line, have a full-time timetable which includes three Maths, English and Science sessions, three foundation/options sessions, a PSHE, P4C (philosophy) work related learning session. Each learner is also allocated a form teacher and Form Time forms part of the weekly timetable. However, timetables can be made bespoke to specifically meet the learners social, emotional and educational needs.

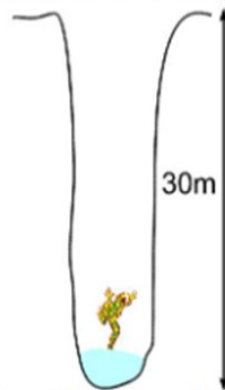
Lessons online follow the same format as lessons in centre, they include a "Do it Now" starter which helps to engage and get the learners ready to learn, these can involve a simple riddle, maths problem or online game. Work is set individually for each learner using assignments and are tailored to meet the learners needs. Learners also have opportunity to access lessons in centre in the afternoons for small group classes or individual intervention lessons.

Expectations are high for the online lessons and follow the same expectations and rules of in-centre classes, whereby learners are expected to be on time and ready to learn, to be respectful and safe. Learning expectations are also explained at the start of lessons and learners are expected to complete work to the best of their ability.

Thursday's "Do it Now" Starter

The Jumping Frog ☆ 6

A frog has fallen into a pit that is 30m deep.

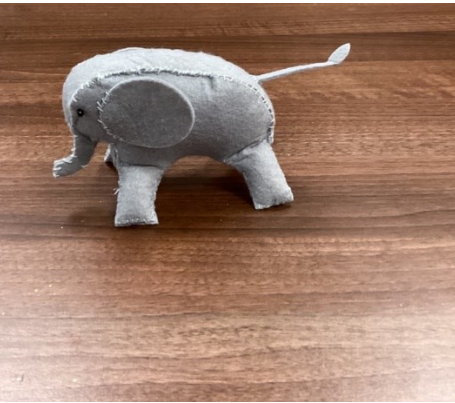


Each day the frog climbs 3m, but falls back 2m at night. How many days does it take for him to escape?

Thrive

During this academic year learners have undertaken a variety of activities, challenges and project based work with a therapeutic approach to their learning.

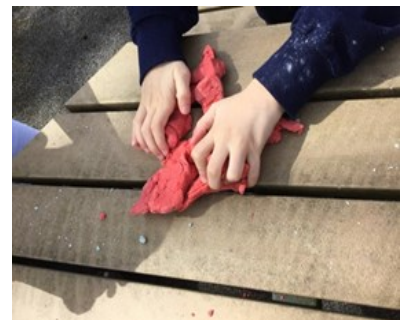
Many learners across all key stages have has access to play, creativity, and the arts and using these approaches to learning, allows our learners to build healthy relationships in a safe and supportive environment. This then promotes a healthy brain development which in turn promotes a positive sense of self. Therapeutic approaches using arts and crafts help learners to make sense of feelings by communicating these feelings through the work they produce.



Thrive's therapeutic approaches to emotional regulation helps us to see improvements in learner's mental health, emotional wellbeing and an increased ability to make sense of themselves and others, which in turn helps our learners approach problem solving from a variety of directions.

Primary

Using Thrive interventions learners have worked in and out of school, on tasks such as Lego building; playing repetitive games that are fun and familiar such as follow the leader, the 'No' game; creating a self-portrait of themselves; playing never have I ever; blowing bubbles; reading a story together and doing jigsaw puzzles. The learners have responded well to these sessions and have made progress with their individual targets. All these activities are done to help meet the individual needs of the learner in a developmental way.



Key Stage 3 have focussed on building emotional wellbeing and resilience by looking at what makes them unique and others different. This has helped them to look at the greater world around them.

At Key Stage 4 learners have focused on safe boundaries within relationships, flexibility and how to the build secure relationships. They have also used 3D puzzles to look at how to problem solve, follow complex instructions and work as a team to accomplish an end product. Key stage 4 have also worked through challenges including the doughnut challenge where they need to eat a doughnut without licking their lips.



Wellbeing Wednesday

We launched Wellbeing Wednesday back in September and as we come to the end of our first year, the impact and success is clear to see. To reiterate from our Christmas newsletter, Wellbeing Wednesday is part of our commitment to promote a healthy and positive outlook on mental health and well-being. The main aim of the provision is to provide learners with the opportunity to “take a break” from the academic element of school—to decompress by providing a range of activities that develops a host of transferrable skills which lend themselves to both their academic and social successes.

The provision works in accordance with the Five Ways to Wellbeing programme - a research-based programme, led by The New Economics Foundation. The framework explores the key aspects to supporting our well-being and offers educators and health services alike the insight into developing and providing activities to support each of the five strands. The five strands are:



We use these five areas to inform our Wellbeing Wednesday provision and have seen a positive impact on the wellbeing of staff and learners over the last year: attendance of some learners has increased, behaviour across school has improved and many learners are happy and engaged.

“I like coming to school on Wednesdays because it is fun and there are lots more activities, I’ve made new friendships too. You get to experience things like I never thought I could experience, like First Aid” Y9 Student.

At the beginning of the year, we asked staff and learners what sort of activities they would like to do – the feedback was positive, and we found ourselves posed with plenty of options. As a result of this, we created a programme that changes each term, in line with the needs and wants of our learners.

In the beginning, the provision was formed in relation to what staff could offer, but as the provision developed so has the system and now where possible the learners take lead. Many learners now take responsibility for their own enrichment and learning and often ask if we can provide them with opportunities that meet their own needs and interests.

This term we have supported our learners with activities like fishing and outdoor exploration, experiences that support their post-16 aspirations such as hair and beauty, parenting and childcare and work within the community, along with the many of the existing activities that we also offer, such as: photography, music, arts and crafts, team-building and many more. Here are some examples of the activities and learners in action.

Wellbeing Wednesday



Some of the work taken from our photography group.

The Community group made home-made daffodil pins to sell to staff and learners in aid of the Daffodil Dreams – a local charity in Wigan that supports families in need; together we raised £166.



Connor has been attending Firtree fishery for some time now and as you can see, he is doing well! Well done Connor.

As part of well-being week and with the start of Wimbledon, staff and learners enjoyed fresh strawberries, crema and homemade alcoholic-free



The Arts and Crafts club is very popular each term, and it's clear to see why.



WORLD WELLBEING WEEK
The Community group have produced a treat for all the staff, to celebrate World Wellbeing Week and the start of the tennis season. Please help yourself to the non-alcoholic Pimms and strawberries and cream.



Our cooking group have been exploring a range of cuisines and tastes including this kofta and special rice.

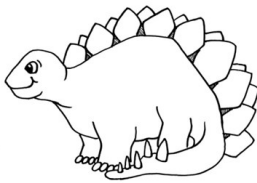
Rainbow Ward at Wigan Hospital

Every afternoon we deliver a teaching session on Rainbow Ward, the children's ward at Wigan Hospital. We teach all ages from Reception to year 11, each afternoon has a focus:

- Monday- Science
- Tuesday-English
- Wednesday- Maths
- Thursday- Humanities
- Friday- Art



Dinosaur Work Booklet



RAINBOW WARD

Reception

At the beginning of each session the play leaders provide us with a list of patients who are available for that afternoon's session, we then quickly establish age and ability and gather work from our vast bank of resources. We try to find out what the patients have been doing at school to help us to provide continuity. We sometimes base work around a patient's personal interests, such as dinosaurs, crocheting, trains and even the Big Bang Theory!

Work focussed around current themes and annual topics are also enjoyed, such as Chinese New Year, Easter, changing of the seasons and Christmas, to name a few. This year we produced a set of key stage work booklets based around the Kings Coronation.

This year we have had several younger learners who have been eager to join in, so to accommodate these, we have been doing practical teaching sessions involving pencil control, letter and number formation, introduction to phonics and counting tasks. We have also produced some Nursery booklets for them to complete independently. Occasionally we have patients of college age, to whom we offer support to with their studies.

At times patients aren't well enough to work but enjoy playing games which help to distract them whilst in hospital. For those patients who are on the ward for a longer amount of time, we establish communication with their school and support them with work that has been provided by their teachers.



Rainbow Ward at Wigan Hospital

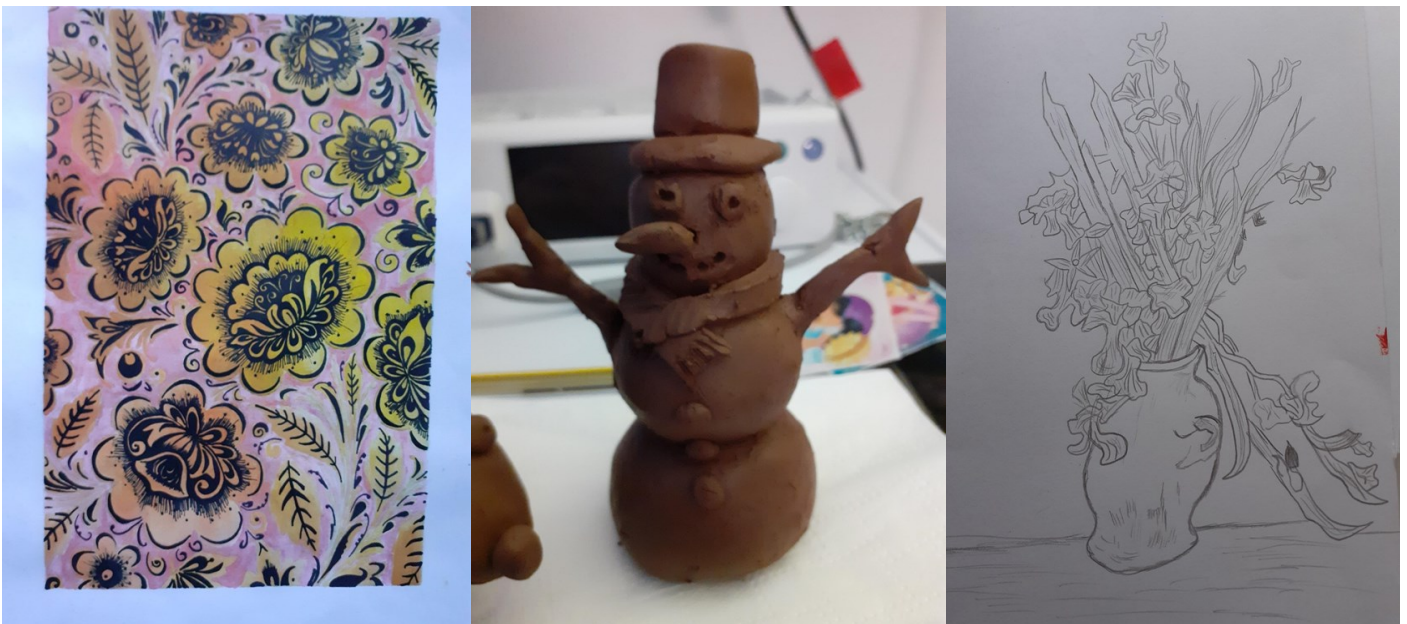
In Science, patients have been working on Electricity and Cells. Patients use equipment to build circuits, predict what will happen when changes are made eg increasing the number of bulbs, and then carrying out the change to see if their prediction is true. Patients have used bio-viewers and slides to look at different types of cells and to identify key and common features. One of the slides was of a virus which was magnified 40000 times!!

in English this year, one of the year 11's was working on the text 'An Inspector Calls' for her English Literature GCSE, and a year 10 patient had just started work on 'A Christmas Carol' By replicating what the class was doing, patients are reassured that they were not falling behind with their work.

In maths we try as much as possible to be led by the child. We will do an initial informal session with the young person, try to find out what they are doing in maths in school. From this we can provide some work around where they may be struggling. Sometimes the learners on the ward just want something to 'get their mind active' and in this case we have lots of booklets for the child to work through and pick out what they want to engage in. These sessions are made very light so as not to overwhelm the patient, especially if they are in for a short time for acute illness. Some of the patients are more long term and for these we will devise a short scheme of work for them so that the lessons are more structured; working with their mainstream school wherever possible to ensure a consistent approach.

In Humanities, the topics of World War 1 and 2 are popular, covering for example Anne Frank and Evacuees for Key stage 2 and the Causes of the Wars, the Treaty of Versailles and the rise of Hitler for Key stages 3 and 4. In Geography "Where in the world?" is an enjoyable topic, covering map skills and facts about where we live in the world for key stage 1 and 2.

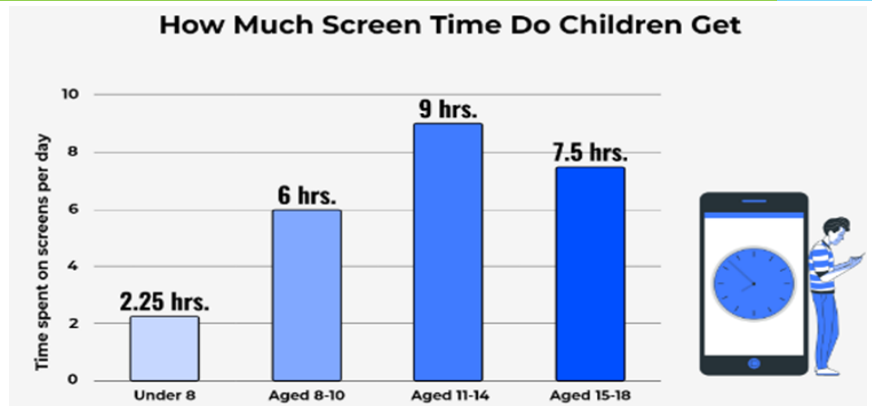
In art there have been lots of different topics each and every week. The work can be based on what the learner has been doing previously at school or something that they are interested in trying. Everything from drawing and painting to clay sculpture has been covered with the aim of providing relief to the anxieties of being in hospital, for both patient and parents and learning new and fun techniques.



Online Safety

Online or e-safety is something that we should all be considering whether staff, parents or learners.

This graphic shows the average amount of time young people spend in front of screens per day



This graphic shows what 8-11 year olds are when they are online

Online activities of 8-11-year-olds



Of course, many of these activities are enjoyable for learners but they do come with some risks. These risks are divided into 4 categories:

- **Conduct:** learner's behaviour may put them at risk
- **Content:** access to inappropriate or unreliable content may put learners at risk
- **Contact:** interaction with unsuitable, unpleasant or dangerous people may put learners at risk
- **Commercialism:** learners' use of platforms with hidden costs may put them at risk

Online Safety

What does TTAPA do to support learners being safe online?

- ⇒ We provide opportunities for education through subjects like PSHE and Thrive but increasingly so across all aspects of the provision.
- ⇒ We have staff training and signposting to specific training or resources
- ⇒ We have notice boards reminding learners about staying safe online.
- ⇒ All desktops and laptops which learners have access to have filtering and monitoring built in whether that is onsite or remotely
- ⇒ Where needed to address a specific issue, we can provide bespoke individual or small group interventions.

What can Parents do to support learners being safe online?

- ⇒ Ensure that they use Parental Controls to prevent unfiltered access to the internet
- ⇒ Show an interest and talk to their learners about what they are doing online
- ⇒ Make sure that learners access games, videos and apps that are appropriate for their age

Parents can also access training for themselves through the National Online Safety website.

This training is really user friendly, you can access it in your own time and choose resources that are most suitable for your child, their age and their needs.

Please contact us at Three Towers if you could like more information and a log in.



Other resources for Parents:

NSPCC: [Keeping children safe online | NSPCC](#)

Internet Matters: [Inclusive Digital Safety advice for Parents and Carers | Internet Matters](#)

Uk Safer Internet: [Parents and Carers - UK Safer Internet Centre](#)

Review Days

During this academic year, it has been great to welcome parents and carers back on site to participate in joint events with their learners.

Each term has started with a 'focus' event with parents invited to attend school on the first day of term with their child.

The first one was a **Pastoral Focus** event where parents met with their child's Pastoral Manager. As this was the first day after summer, it gave parents a chance to discuss any developments over the summer period and refocus for the academic year ahead

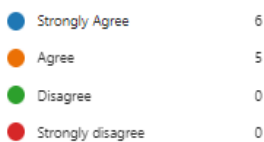
After Christmas we had an **Academic Review day**, where parents met with subject teachers, discussed progress and strategies for improvement.

Feedback from the day showed that parents enjoyed the day and got the information they needed:

2. I enjoyed the academic review day

[More Details](#)

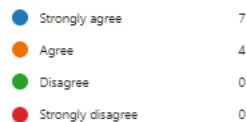
[Insights](#)



3. I received all the information that I needed

[More Details](#)

[Insights](#)



Finally, after Easter we had a **Learning Review Day** where parents were invited into school and sampled some of the learning experiences with their child.



Throughout the year we have also held other events for parents to attend and support with their child's education including the **Careers Fayre** – for Key Stage 4 Learners and their parents - and the **Options Morning** – for Year 9 learners and their parents.

Review Days

Parents have also been invited to a range of celebration events at the Primary site including **celebration assemblies** where a range of achievements have been celebrated and certificates presented..



Parental Feedback is important to us and we value all responses to our surveys and questionnaires.

After learners are with us for about 6 weeks, we ask parents to complete an Induction Survey and then we carried out a full survey mid-way through the academic year. We then try to act upon parental views and implement any changes which benefit the school community.

Here are some findings from the Mid Year Questionnaire:

92% of Parents agreed or strongly agreed that their child was safe / happy at this school.

80% of Parents agreed or strongly agreed that the school makes them aware of what their child will learn through the year

94% of Parents either didn't raise a concern, or strongly agreed/ agreed that concerns were dealt with properly

Parents generally agreed or strongly agreed that learners received the support they needed with learning needs

Parents generally agreed or strongly agreed that the school has high expectations and that their child does well at the school.

84% of Parents agreed or strongly agreed that school let them know how their child was doing and there was a good range of subjects on offer

85% of Parents agreed or strongly agreed that communication between parents and school was effective.

Our school are proud holders of the Leading Parent Partnership Award (LPPA) which shows our commitment to working with parents to secure the best outcomes for their learners.



Are you a parent?

Have you heard of Parent View?

Parent View is an online questionnaire for you to give your views about this school at any time of the year.

At the time of an Ofsted inspection, parents are also invited to give inspectors their views using Parent View.

It's easy. It's quick. It's time to log on. Use the link below.

parentview.ofsted.gov.uk



Secondary Sports Day



This year saw the return of our much awaited Three Towers Secondary Sports Day; a day where the learners and staff join together to compete in a range of traditional (and not so traditional) events in the hope of becoming champions. The learners (and staff) were a credit to the school, demonstrating resilience, grit, and passion in many of the events – especially the whole school Tug of War. Well done to the following learners: Caitlyn B for best team player, Caiden G for most competitive and Oliver B for best sportsmanship; a big well done to the red team who were triumphant and won best overall team; finally a huge well done to everyone who participated – the enthusiasm and positive energy shown was incredible.

In the afternoon, after Sports Day, we enjoyed our annual Summer BBQ. Again, the learners were a credit to the school – there was a real sense of community displayed and it was a lovely way to end the school year. A massive thank-you to all the staff involved in preparing the BBQ; a special mention to our Y10 learner, Micah S who made some of the nicest chicken kebabs we have ever had. Primary Sports Day and BBQ will be a feature in our next newsletter.



Term Dates for 2023—2024

IMPORTANT NOTE: The dates above are the official school and are different to those published by Wigan Council.

Parents/carers should be aware that taking holidays at times other than these can be extremely disruptive to your child's education. This is particularly important for those preparing for public examinations.

	Starts	Ends	School closed
Half term 1	Tuesday 5 th September <i>Pastoral review day</i>	Wednesday 18 th October (normal finish time)	Monday 4 th September (INSET)
Half term 2	Monday 30 th October	Friday 22 nd December at 12.15	Friday 1 st December (INSET)
CHRISTMAS / WINTER BREAK			
Half term 3	Monday 8 th January <i>Academic review day</i>	Friday 16 th February (normal finish time)	
Half term 4	Monday 26 th February	Thursday 28 th March at 12.15	
EASTER / SPRING BREAK			
Half term 5	Monday 15 th April <i>Learning review day</i>	Friday 24 th May	Monday 6 th May Bank Holiday
Half term 6	Monday 3 rd June	Tuesday 23 rd July at 12:15	Friday 28 th June (INSET)
SUMMER BREAK			

Holidays during Term Time

In line with DfE national guidance, the school will not normally agree to your child missing school for family holidays except in exceptional circumstances, for example if your child has moved to Three Towers during the academic year and at the time of booking it would have been during their original school's normal holidays. We will need to see confirmation that the booking was made before they referred to Three Towers.

Dual-registered Learners

If your child is dual registered with Three Towers and another school, we will discuss holiday patterns with you when your child starts with us.

Holidays during SATs / Exam Season

Holidays during exam seasons will not be authorised. The dates for SATs, GCSE and other externally accredited courses are set nationally and Three Towers cannot move the dates so if your child is absent then they will miss the exam.