

Three Towers

AUTUMN
NEWSLETTER
2023



Message from the Head Teacher Miss Isherwood

Welcome to the end of term newsletter for Autumn Term 2023!

And what a term it has been—to cover everything we have done this term would require a much bigger newsletter than this, but I hope this snapshot gives you a flavour for all the opportunities that our learners have taken advantage of during the last 16 or so weeks.

We started the year on the back of another bumper set of results for our learners in an increased number of qualifications. Not to rest on our laurels, we have introduced even more new subjects this year: We have split KS3 into Lower (Y7 & Y8) and Upper KS3 (Y9); Y9 have discrete WRL lessons; we have introduced citizenship for all secondary learner so they are working towards accreditation in these subject; all learners have Thrive inputs and in KS4 learners are working towards BTEC modules in their thrive lessons; we have a new curriculum for our KS2 learners; new GCSE courses have been introduced in English and maths; Media Studies is a new option for Y10 and we are continuously seeking new opportunities for learners to gain qualifications to support their next steps.

The end of November saw our long anticipated Ofsted inspection and as it was a Section 8 or “ungraded” inspection we are still outstanding, but we have some areas to further embed, as all schools do to ensure we meet the changing needs of the learners going forward. I look forward to being able to share the report with you in the new year when it is published by Ofsted.

This time of year is not just about reflection, it is also about looking forward to new beginnings. Mrs Wareing who has delivered outdoor ed on both sites is doing just that, as she will leave us at the end of term to pursue a change of career. We wish her every success for the future.

On behalf of all the staff I wish you a very merry Christmas and a happy, healthy, prosperous and peaceful New Year.

AUTUMN 2023



Three Towers
An Alternative Provision Academy
Expanding Horizons

Little Acorns

It has been a very exciting time to be in Key Stage 1 this term! We have been investigating a crime that happened in our classroom. We all became detectives, took pictures of the crime scene, asked questions to our suspects and followed to clues to find out who had committed the crime. We wrote 'wanted' posters, filled out reports and wrote interview questions.



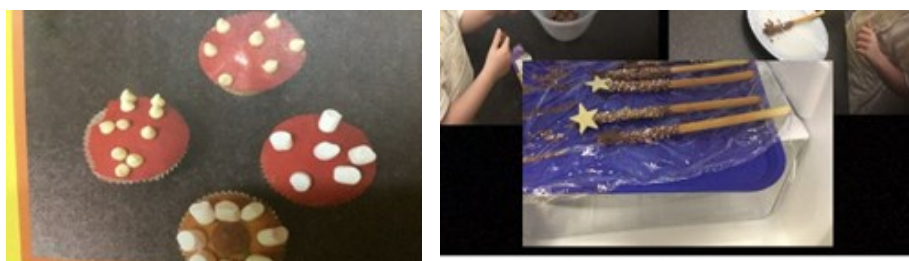
In

Maths, we have been very busy learning all about position and direction. We have been using lots of key language to describe how to get to different places, making routes, maps and tracks and we have even been programming Bee Bots to follow our routes.

We have also been learning about repeating patterns and solving subtraction problems.



For the magic topic we made our own magic wands using chocolate and magic sprinkles. For the Fairy Tales topic, we made toadstools cupcakes using icing and marshmallows.



Our focus in PE has been gymnastics. We practised using range of balances and also practised techniques to help us learn the splits, forwards and backwards rolls.



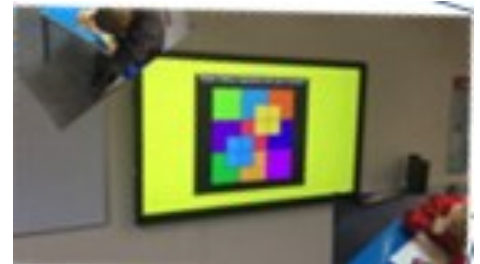
Maple Class

During the autumn term we have kicked off our thematic curriculum by working on the themes of 'land' and 'fire'. During the land topic, learners looked at a range of fiction and non-fiction texts and produced a range of written work including descriptive writing and diary entries. We began our 'fire' theme with a magical Harry Potter themed day! During the 'fire' theme, we looked at the story of Guy Fawkes and The Great Fire of London. As a fiction focus, learners produced work on Harry Potter and the Goblet of Fire, writing letters, creating storyboards and interviewing characters from the book.

During cooking lessons, the themes of the lessons have been based on 'eating off the land' and 'winter warmers!'



In the first half term's maths lessons, we have focused on topics such as place value, addition and subtraction and geometry. In the second half term, we focused on multiplication, division, fractions and measure.



In PE, we have been developing skills to be used in a range of invasion games such as, rugby, football and basketball. We have focused on a range of skills such as passing, shooting and dribbling.



Cedar Class

We have had an exciting start to the school year launching our new thematic curriculum. Over Autumn 1 our theme was land. We started our topic by looking at texts around 'The time when land began' and concentrated on Dinosaurs. Learners especially enjoyed reading Dinosaur café and creating their own Dinosaur themed menus! Learners discovered how land was formed in science and became archaeologists by digging for and creating their own fossils! Learners also enjoyed making their own explosive volcanoes!

We also looked at different lands and travelled around the world by reading The Snail and the Whale. Learners produced some amazing work based on this story and captioned some snails and whales beautifully! We also discovered the different religions that are practised in these far away lands.



In Autumn 2 our topic changed to 'Fire' and

learners had an amazing surprise when the hall had been transformed into Hogwarts Great Hall just like in the Goblet of Fire. Learners spent the morning accessing Harry Potter themed lessons such as Potion making, Wand making and Quidditch!

Learners have also read Autumnal texts such as Pumpkin Soup and made their very own Autumn soup to cook on the fire. We also learned the story behind Guy Fawkes and bonfire

night, we even had a visit from a firefighter to teach us about fire safety. Learners enjoyed creating bonfire pictures and produced descriptive writing. In science learners explored how fireworks are made and how different coloured flames are created.

Next we are going to focus on the text 'Zog' and have a go at designing and making our own dragons!

In maths this term learners have been using practical resources to work on key topics such as multiplication, addition, fractions, shape and place value. All learners have worked really hard and produced some amazing work.



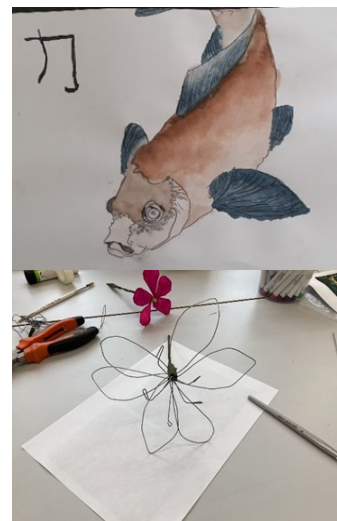
Art



There has been a lot of activity in art this term and we have been working hard on a quite a few different themes. Lower KS3 learners worked on Colour Theory and Tessellations in the style of M.C. Escher in the first half term. Then we studied non-traditional printing methods and “Remembrance” in the second half term.

Year 9 learners looked at the work of the Fauves (The Wild Beasts) and their use of unusual colours to create emotive landscapes. In the second half term we have concentrated on art and culture from Japan, looking at calligraphy and watercolour techniques.

Year 10 and 11 learners have been working extremely hard on their portfolios, each has been working on developing their personal project themes through many different techniques including drawing, photography, textiles and 3D work.



Cooking

We’ve been extremely busy in cooking this term. Learners have been looking at all kinds of pastry. Well-being cooking have looked at foods you would find at the European Christmas markets. Here’s a look at the different foods that have been produced this term in the cooking room.



Christmas dinner toastie



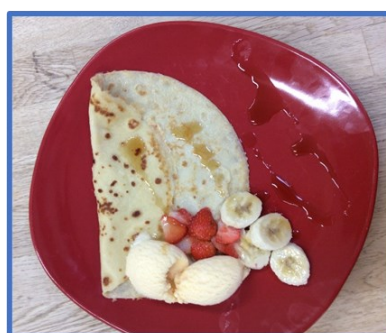
Quiche made with Shortcrust pastry



Sausage rolls



Crepes with ice cream & fresh fruit



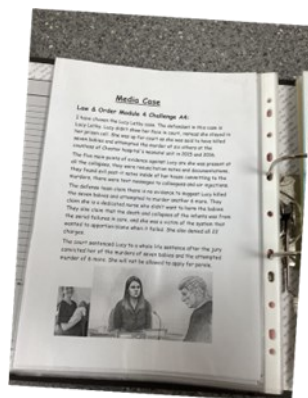
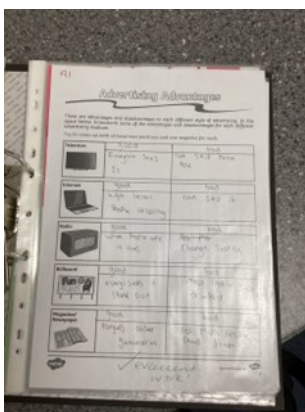
Citizenship

In KS3 this term, we have been working on the Roadwise module, looking at learners being able to travel independently. We have researched getting to different destinations using a variety of public transport, taking into consideration costs, timings & convenience. We have also been learning about the different careers available in transport & have been working on our presentations to share with our peers.

In Year 9 this term, we have been focusing on our Living Independently module. Learners have researched budgets & monthly bills; they have learned about the differences between renting a property & owning a property & created a piece of work on how they would furnish their own property.

In Year 10 this term, we have been working on our Generating Enterprising Ideas module. Learners have been looking into how to make a profit & how to create a business plan. We have completed market research & looked at how businesses advertise their products & ideas. We have also researched different advertising campaigns & looked at how successful these campaigns have been.

Our Year 11 learners have completed their Law & Order module this term. We have looked in detail at UK law, how it works & what possible consequences can be used when breaking the law. They have researched a recent court case & looked at the media response to the case in question. We have also learned what the word democracy means & how this links to our UK government.



Independent Living

Plan a budget to allow you to live independently for one year.
Research monthly costs and complete the table below:

Item	Monthly cost	Yearly cost	Comments
Rent/ mortgage	£900	£10,800	
Gas	£60	£1,080	
Electricity	£96	£1,152	
Council tax	£120	£1,440	
Water	£34	£408	
Telephone	£23	£276	
TV Licence	£13.25	£159	
House insurance	£28.87	£346	
Food	£194	£2,328	
Car insurance	£52	£624	
Car tax	£20	£240	
Petrol/diesel	£160	£1,920	
Internet	£30	£360	
Total			



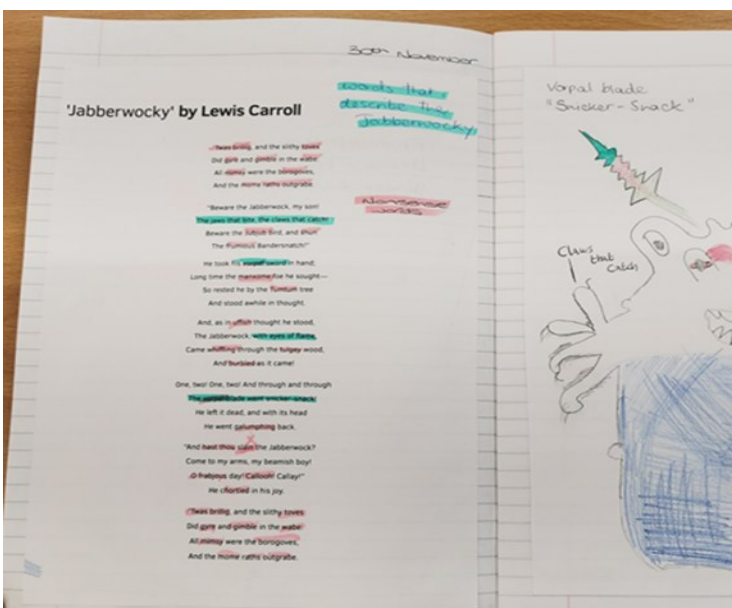
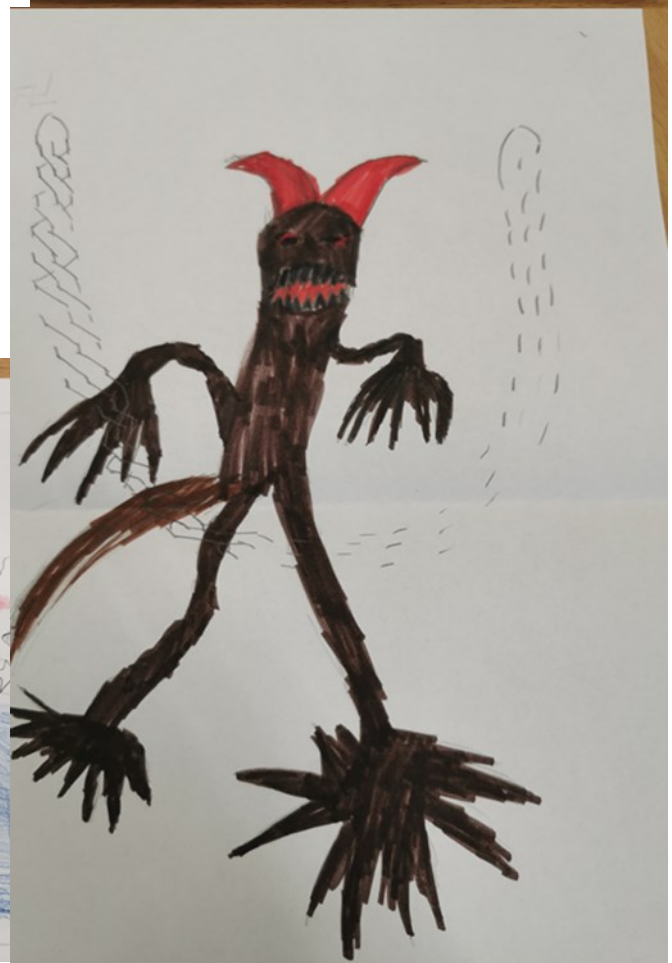
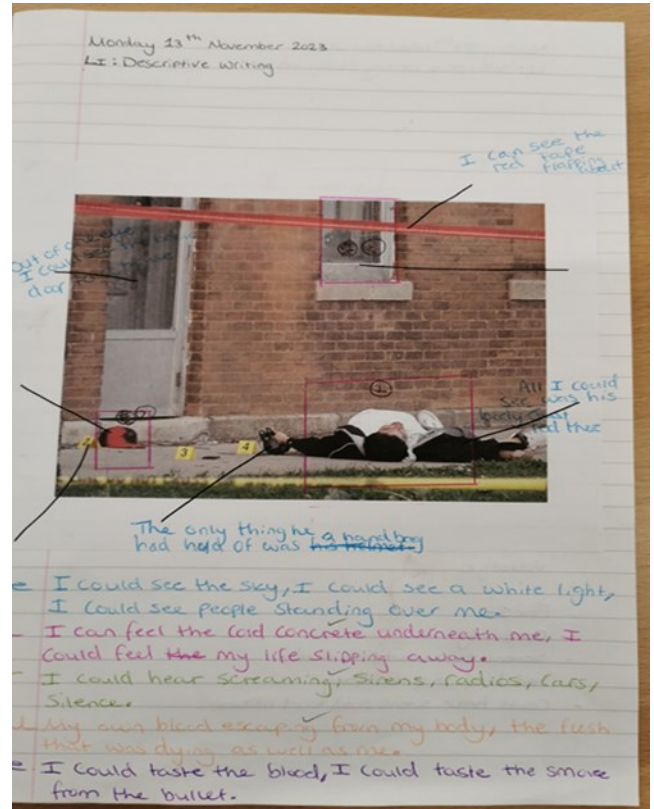
English

The run up to Christmas is always a busy time for our learners and they have shown some exceptional 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 Literary Heritage and Gothic Writing. 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 reading a multitude of Fiction and Non-Fiction texts to locate information. They have learnt about how their memory works and have completed retrieval practice. A lively debate about who they'd like to interview; alive or dead ensued and they wrote interview questions and their possible responses. The learning was then linked through creating layouts and text for newspaper articles.

Our Year 11s have been working on their transactional writing, interview questions and responses. There were a lot of very interesting people that the learner's chose to interview. This gave them some excellent questions on which to base their responses on.



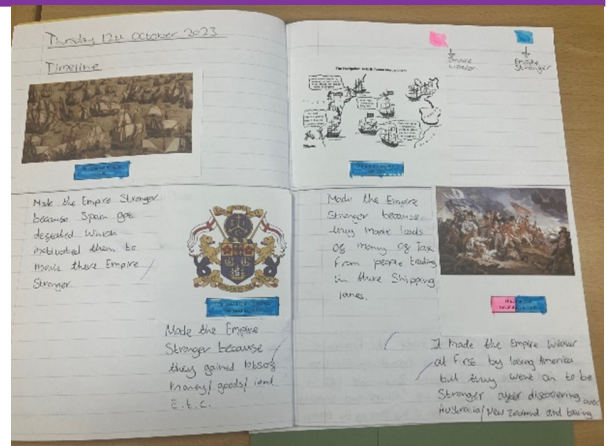
Health and Social Care Option

Learners have been studying the different life stages with regards to physical, intellectual, emotional, and social (PIES) development. For their coursework they have researched an individual of their choice (a well-known person / celebrity) and looked at their growth and development through adolescence. One of the Kardashian sisters were a popular choice of celebrity for many of our learners. They have enjoyed finding out information and explaining the impacts on PIES development. Later they looked at different life events, both expected (e.g. starting school, getting married) and unexpected (e.g. accident, ill-health). They then created their own questionnaire to interview individuals on two different life events and how these affected them, again with regards to PIES. They have written up their findings and next term will focus on identifying individual needs and recommending sources of support.



Humanities

It's been another great start to the school year in the Humanities department. Our year 8 learners have been working on the 'Britain, The Empire and The World' module of their Asdan courses. For this we have completed History and Geography tasks, worked out whether the famous phrase 'The Sun Never sets on the British Empire' was geographically and philosophically true or not and also learnt some of the darker historical events of their empire to form our own judgements on its impact and legacy.



In the run up to Remembrance Day on the 11th of November, our year 9 learners have been learning about The First World War. This has included the key historical concepts of Cause, Consequence and Interpretations and has covered the outbreak of the war, the way in which young men volunteered and then were conscripted to fight, the conditions in the trenches and how people always tried to keep morale high. This has been an eye-opening experience for our learners especially when we learned that around 250,000 underage boys, of a similar age to our year 9s also volunteered to go and fight, either by lying about their age or giving false names.

Our KS4 learners have also enjoyed a productive start to the year. Both y10 and y11 have been focussing on the Opportunity & Inequality: America 1920 to 1973 module of their courses. This has covered the economic impact of The First World War and the 'Roaring Twenties' and also the less savoury features of the period including the 'Jim Crow' segregation laws, the impact of the KKK and The Great Depression.

Literacy Intervention

As part of our recent Ofsted inspection, reading across our Primary and Secondary settings was chosen as one of the areas to examine closely.

The inspectors observed how we deliver reading interventions and how this helps our learners with the wider curriculum. They also interviewed some of our learners to hear their thoughts and below is an example of one of our Year 10's responses

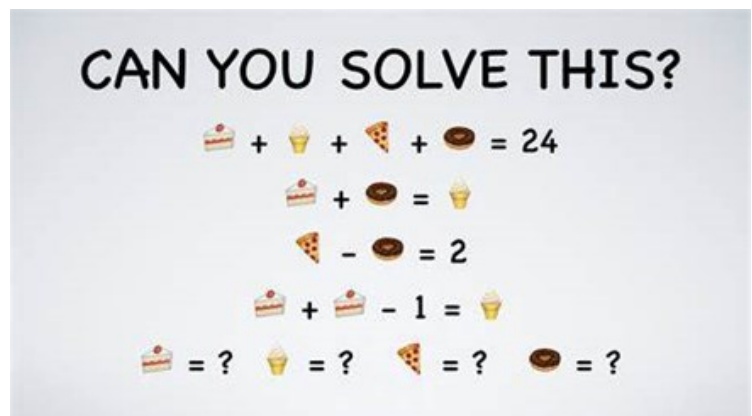
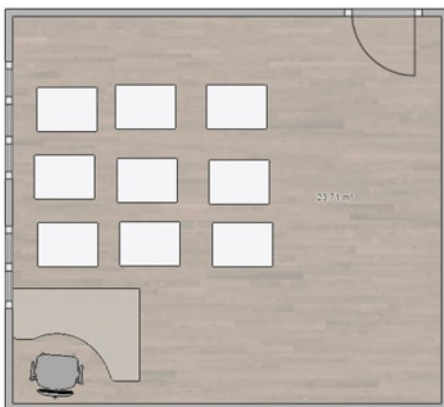
I've enjoyed reading this year. I like to choose books with Mrs Oliver because she knows which books I like to read. My reading has improved quite a lot since I have started to read more frequently.

This has helped me in all other subjects especially in my construction where I have achieved qualifications in manual handling, safety awareness, asbestos, builder safety, working at height and also my cost course.

Devinton.

Mathematics

Lower Key stage 3 have explored using algebra and finding sequences. They've also been discovering how to use algebraic notation and get to grips with what the letter 'x' really means in maths! Year 9 have recently started learning about different three-dimensional shapes and their applications in the real world. Triangular prisms are everywhere in this festive season – can you think where? Some year 9 have even started to think about how to design the plan of a space such as the maths classroom and how to draw it to scale. We are using online programs such as room to do to create an accurate scale plan.



Our learners who are accessing GCSE have been working on the IGCSE for Maths which has two summer examinations in year 11. In both of these, learners have access to a calculator. We have been looking at calculator skills using our new scientific calculators with a focus on, Algebra, geometry and number work. Some

Year 11 sat a mock exam in November. This will help as an experience of what to expect in summer as well as helping learners to know what questions require from them to get the best marks possible.

Outdoor Education

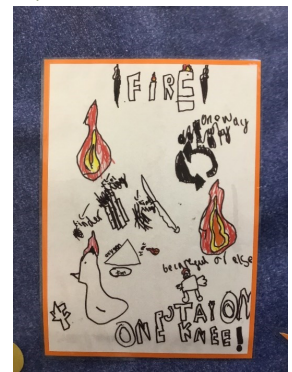
Primary

During autumn 1 learners focused on land, identifying different mini beast, habitats and how animals adapt to their surroundings. Learners also safely used tools to carve pumpkins.

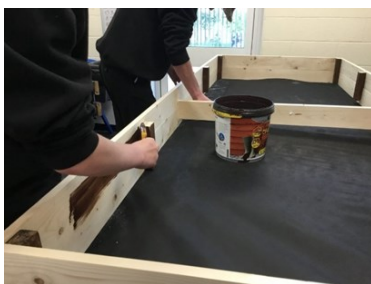


Autumn 2 – Fire

During autumn 2 learners focused on fire, learning the fire triangle, how to keep safe, different fuels and cooked on an open fire. Learners also made Christmas baubles for the Christmas fair.

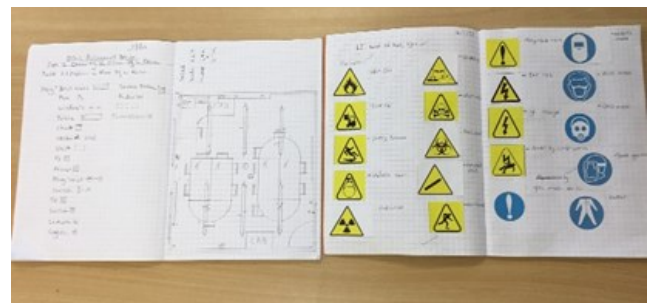


Secondary



Learners in KS3 have been able to access ASDAN gardening and Personal Growth & Wellbeing. They have had the opportunity to take part in garden activities, such as making planters and bug houses, Outdoor activities, such as Archery, fires with fire safety, scavenger hunts and learning about the environment.

Learners across KS4 have been working towards their BTEC qualifications. The Y10 learners have looked at how to draw plans of rooms, working at scale and using the correct Architectural symbols. Whereas the Y11 learners have been learning about Health and Safety at work, using workshop tools, costings of materials and risk assessments.



All learners are shown how to safely use all the equipment. They are allowed and encouraged to practice skills to help them in other areas of life.

P.E

So far this academic year the key stage groups have been working primarily on their Basketball, Table Tennis and Badminton skills.

Basketball learners have explored different kinds of shooting, like free throws and jump shots, as well as dribbling using both hands and the different types of pass (chest, bounce, overhead). Learners have then linked skills together using the pivot – dribbling and shooting, dribbling and passing. They have also had the opportunity to compete against each-other, as well as getting the better of myself once or twice!

Badminton we have looked at the various shots within the game – such as the front and backhand serves, the drop shot, the overhead clear and net shot. Also, we have looked at putting these shots into game situations and competing, both in mini target competitions as well as half court singles games, full sized singles games and doubles.

Table Tennis learners have looked at the different backhand and forehand shots, like the drive push and serve. Learners who are new to the game have picked it up really quickly and have completed some really good rallying and will look to demonstrate this in competition moving forward.

Key Stage 4

Both year 10 and year 11 options groups have been getting on with their Performance and Leadership in Sport coursework as part of their Cambridge National Qualification in Sports Studies.

Each learner must identify their strengths and weaknesses in a sport; explain what their strengths are and come up with a plan on how to develop their areas of improvement; as well as plan and deliver a sports session of their own. In practical sessions the learners work on two sports and try to improve as much as they can before they are observed in both.

Once this aspect of the course is complete, the learners will move onto the next area, which some of the year 11s have already started called Increasing Awareness of Outdoor and Adventurous Activities; as well as the examined module of the course: Contemporary Issues in Sport.



Our learners in year 7 and 8 have been exploring metaphysics and knowledge this term. They have delved into deep discussions about existence and language. These topics can be quite peculiar, leading to questions like 'can we truly be certain that the world we perceive is real?' This has sparked debates among our learners, with some expressing uncertainty while others firmly believe in the reality of our surroundings.

Additionally, we have explored other intriguing subjects such as ghosts and our personal beliefs about them, as well as the notion of blaming car accidents on individuals wearing blue jeans.

Take a look at the activity to join in on the fun!

Our year 9 learners have been exploring the fascinating subjects of the philosophy of the mind and the philosophy of language. In these discussions, we have delved into the nature of thoughts, pondered whether animals and robots possess them, and contemplated our own capacity for thoughts. Additionally, we have engaged in conversations about language and its meaning, considering both written language and its merits and drawbacks.

Check out the picture about writing for an example of one of our discussion slides. Throughout the term, we have incorporated various puzzles and poems to enhance our learning experience.

Take a look at the one below and give it a try yourself!

Jean-Etic

One day over breakfast, Jean reads the following article in the newspaper:

The annual report of the Traffic Safety Administration reveals two trends: 80% of car accidents involved people wearing blue jeans and 60% of car accidents involved people who were drunk. Following the report, the Traffic Safety Administration launched a new campaign with high fines for those who drive after drinking alcohol. Following the implementation of the new measure's car accidents have reduced considerably.

After reading the article Jean tells her parents that they must not drink alcohol before driving and she tells them that they must never wear blue jeans when driving either.

Answer the questions below:

1. Is Jean's advice good advice?
2. Is Jean right to think that alcohol causes accidents?
3. Do you think if they ban wearing blue jeans car accidents would reduce even more?

If you were Thoth what would you say to persuade the King to introduce your new invention, writing?

- You can express things without needing to say it.
- Talk to people - communication.
- Stories for little children
- helps grow imagination
- giving ways to show emotion w. out face 2 face

P4C

To start with, start shaking your head. Question: When you shake your head are you shaking your thoughts too?

Imagine yourself doing a handstand while thinking about something. Question: When you're upside down, are your thoughts upside down too?

Get another person, one of you think of a very large elephant and the other half a tiny mouse. Question: Are your thoughts of the elephant half bigger than the thoughts of the mouse half?

Close your eyes and think of a blue sky. Question: When you think of the sky are your thoughts blue?

Brace yourself! Can you try and make yourself speak faster than you think? Question: Is it possible to speak faster than you can think?

Now you can think about anything but try to focus very carefully on the thought to see what it's made of. Question: Are thoughts made of anything?

Our year 10 and year 11 students have been exploring the concept of ethics in Philosophy, specifically the topic of right and wrong. Throughout our discussions, we have explored some thought-provoking subjects such as prisons, death row, murder, animal rights, and war. To bring these topics to life, we have utilised real-life examples like Gypsy Rose to examine prison sentences and even watched a documentary on individuals awaiting their fate on death row. This has sparked questions like 'is it morally justifiable to take someone's life for their crimes?' and 'can negative actions ever lead to positive outcomes?'. Interestingly, some students have suggested that if given the chance, we should go back in time and eliminate Hitler, while others argue that it would be wrong to harm someone who hasn't committed any wrongdoing yet. What are your thoughts on this matter? Can a negative action ever result in something positive?

Check out the picture about juvenile death row for an example of our discussion slide. We used a video on YouTube about an Iranian lawyer trying to save a juvenile offender, check out the video here if you want to watch it: <https://youtu.be/S0MXXR9ruko>

Reflection on Behnoud's story

- It's sad because he killed someone then he was killed so it makes it fair but not fair.

- 1) sad / fair / not fair
- 2) scared because he is being told he is getting ~~sh~~ killed on that day then not stressed.
- 3) They don't want to see him again. wife & a wife.

Science

KS3 have been learning about Cells and Reproduction. They have explored different types of specialised cells in both plants and animals and described how they are adapted to their function. They then went on to look at the male and female reproductive organs, fertilisation, and pregnancy. To finish we explored genes and inheritance, particularly how the DNA sequence of a gene codes for our characteristics. The picture shows the DNA extracted from a kiwi.

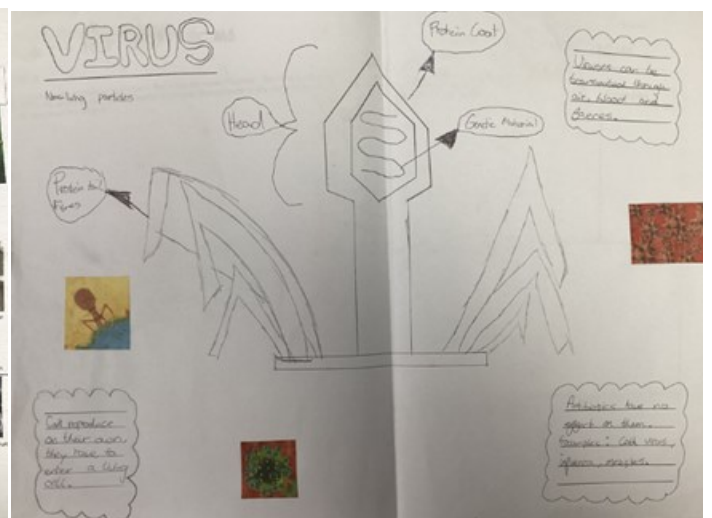
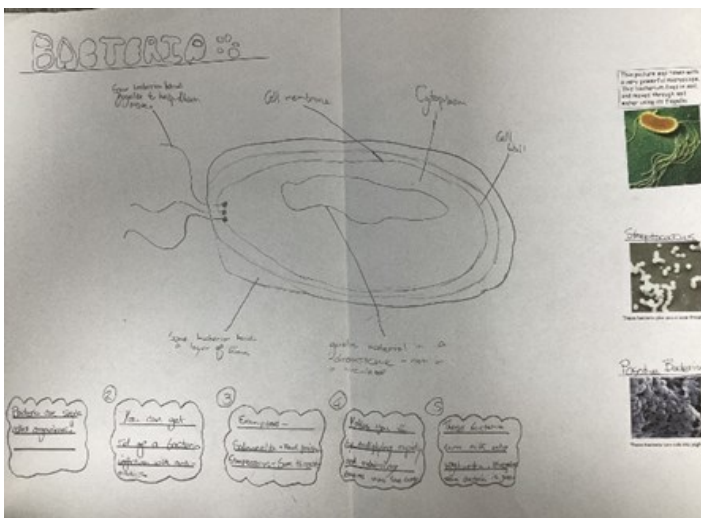


After half term, we moved onto our 'Chemical Reactions' topic, where we learnt about atomic structure and the periodic table. They carried out experiments, recorded data and produced graphs to explain their findings. Following on from this, they explored the different ways in which we can separate mixtures, including chromatography, filtration, crystallisation, and distillation.



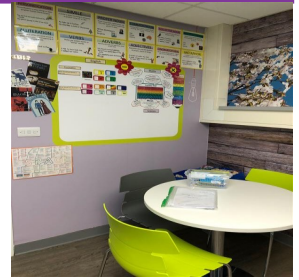
KS4 BTEC Learners have been completing their BTEC assignments; The Practice Nurse, The Zoologist, The Chemical Supplier, The Manufacturing Chemist and The NASA Space Scientist. This term, they have been studying a range of topics in Biology; from different types of illnesses and how they are caused, Vaccinations, Food webs, Classification Keys to Eutrophication.

KS4 IGCSE Learners have been learning about nature and living organisms, including prokaryotic and eukaryotic cells, pathogens, illnesses and how the body can protect against diseases. In Chemistry learners have been exploring why atoms behave the way they do and how they form ionic and covalent bonds. Next term, they will be studying 'Biological molecules and Organ systems' before moving onto their physics topic 'Waves and the Electro-magnetic spectrum'.



Teaching on Rainbow Ward at Wigan Hospital

Rainbow Ward is the children's ward at Wigan Hospital. Teachers from Three Towers visit each afternoon and teach children who are on the ward. Some patients are long stay and so we deliver a personalised plan to them based on their age, school, the curriculum that is being followed and the work they are likely to be missing from school. Many patients have online work provided by their school and so we support in the completion of that.



Other patients may only be on the ward for a short period of time. For primary aged learners we work through booklets with them covering topics such as remembrance, Halloween, Bonfire Night and Christmas. These booklets are age specific and provide a range of activities including some curriculum-based work. For secondary aged learners, we try to choose something that will enthuse them and provide something different for them to do whilst in hospital. We might also be able to fill in specific gaps within their learning that they haven't had time to address in school.

Each day has a specific subject focus and sessions are delivered by subject specialists including Monday is Science; Tuesday is Art; Wednesday is Maths; Thursday is English and Friday is Humanities.

Thrive

KS3 having been looking at the mechanics of the brain and how these changes with adolescents and what makes them unique. Many learners have completed a variety of therapeutic crafts ranging from sewing to wood crafts. Learners have created small worry monsters that they would like to gift to younger siblings.



KS4 learners have been working towards their BTEC in Personal growth and wellbeing qualification, they have been looking more closely at what wellbeing means and understanding what good wellbeing looks like and how to promote other people's wellbeing. From this Learners have experienced a variety of activities that can help promote positive attitudes and good mental health.

Examples of this has been pottery painting, wooden craft building and playing boardgames.

Over the next few weeks, the year 10 and 11 groups will be looking at what resilience is and assertiveness.

Well-being Wednesday

We developed the idea of Well Being Wednesday from the '5 ways to Wellbeing':

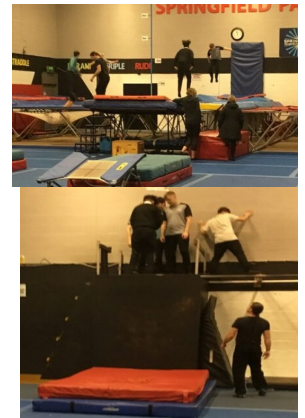
We hope, through the range of activities offered, that we will give our learners opportunities to experience these things. All Key Stage 3 learners take part in Core Well Being Activities first thing on a Wednesday morning. These activities include Finance, First Aid, Newspaper, Reading for Pleasure, Critical Thinking and Oracy.



Following this, and including year 10, there are a range of activities that learners can have a free choice from. Learners are taught in mixed key stage groups and most choose two activities from a list that includes:

- Charity and Community
- Hair and Beauty
- Seasonal Catering – which for this half term has had a Christmas focus
- Gaming and Poker
- Music Production and Singing
- Arts and crafts

Some learners go offsite and have done some free running and trampolining activities



Charity and Community Group

As part of our work around charity this term, we spent a few weeks making Poppies for people to wear on Remembrance Day. We sold all the poppies to raise money for the Royal British Legion and raised over £20.



Work Related Learning & Careers

KS3: It's been another great start this year in the Work-Related Learning and Careers Department. Our Y9's have been working on their ASDAN Careers and Experiencing Work Short Course. The Enterprise project has helped them to develop their own interests and aspirations, while providing them the opportunity to develop their commercial awareness, creativity and enterprising mindset in facing new challenges and opportunities.



KS4: Y10 learners have been developing personal progression plans, they have learned about how their own skills and behaviours play an important part in setting short- and long-term goals. Y11's have been working hard towards developing their interview skills ready to participate in interviews next term.

Some KS4 learners have taken part in additional qualifications to help them meet their goals and aspirations; Manual Handling Awareness, Working at Heights, Asbestos Awareness, Safeguarding Children, Ladder Awareness Safety, COSHH Awareness, Noise Awareness, Food Safety and Hygiene for Catering and Food Allergen Awareness.

Careers Fayre



All our learners, parents and carers were invited to our annual Careers Fayre. By working with employers, learners learn the key skills necessary to succeed in the world of work and are able to see where working hard at school can take them. It equips them with knowledge of different pathways and progression routes that can lead them to their future roles. Our Primary learners got the chance to meet with Santa. It was lovely to see them having fun and enjoying themselves.

We would like to say a special thank you to all the Colleges, Universities, Alternative Providers and businesses who supported us; Wigan and Leigh College, Salford College, Fir Tree SEND College, TMP College, Edge Hill University, The Army, NHS, The Co-Op, TGI Friday's, Stock Hall Health Spa, Aspiring Futures, and More Than Words Advocacy CIC.

Work Related Learning -Vocational Day

KS4 have been gaining new skills whilst working towards vocational qualifications at, BikeMech Training, Elysium Training, JEP Youth Engagement, The Ark, Tyler Lee Hair and Beauty CIC, Apple CAST NW, Seven Stars Equestrian Centre and Brooklands Nursery.



Parents' Page

We are proud to have been reaccredited with the Leading Parent Partnership Award during the Summer. This shows our commitment to working with Parents in a number of different ways in order to secure the best possible outcomes for their learners.

We consider the role of parents in their child's education to be vital.



We rely on the support of Parents by attending meetings for their children whenever possible and supporting us in terms of improving punctuality and attendance.

We also ask that Parents attend events at Three Towers including the Careers Fayre, Academic Review Days and Celebration Activities.

By completing surveys and evaluations, Parents can give us their views about Three Towers. All responses are reviewed and acted upon where appropriate.

Parents can also help us by responding promptly to any home-school communication including text messages and email.

We aim to provide Parents with information about things that are pertinent to them and their children including information about different Special Educational Needs and Disabilities (SEND) and local facilities and events. Parents are invited to get in touch with us about any information that they need.

The most up to date information about what is going on at Three Towers can always be found on our website www.ttapa.net or by following us on X at @ThreeTowersAPA.

One of the most common concerns that Parents have now is how to keep their Children safe online. In order to address this, all parents can now access training online via

[Online Safety Training For Schools | National Online Safety \(nationalcollege.com\)](https://www.nationalcollege.com/online-safety-training-for-schools)

There are a range of user-friendly videos presented by Mylene Klass as well as lots of information about apps such as TikTok, Snapchat, Instagram and many more!



Christmas Markets

We held our second Christmas Market on Wednesday 6th December. We set up stalls in the Sports Hall, filled with Christmas goodies to sell. We sold reindeer food, sweet cones, hot chocolate cones, cakes & much more!

As part of our Enterprise topic, the aim was to generate a business idea & hopefully make a profit. The afternoon was a big success & we sold out of a lot of our items. Everybody loved our Tombola stall! We made a total amount of £330.70! Taking into consideration our costs, that left us with a profit of £230.70. In the New Year, we will be deciding which charity to donate this



Christmas Recipe

Ingredients:

150g	Butter, softened
100g	Muscovado sugar
1 large	Free-range egg
250g	Plain flour, plus extra for flouring
1 tsp	Baking powder
	Pinch salt
1 tbs	Mixed spice
1 tsp	Vanilla extract
1 pack	Boiled coloured sweets



Method:

Step 1: Preheat the oven to 180°C and line a baking tray with parchment paper

Step 2: Using an electric hand whisk, whisk together the butter and sugar in a large bowl. Once light and creamy add the egg and mix thoroughly

Step 3: Sift in the flour, baking powder, salt, and mixed spice and then add the vanilla extract and mix with a wooden spoon until you reach a biscuit dough consistency

Step 4: Turn the dough onto a floured work surface and roll out to about 1cm/½in thick. Cut out biscuit shapes (such as stars or Christmas trees) and place onto the lined baking tray (you may need more than one tray, or to cook in batches)

Step 5: Using a smaller cutter or a small knife cut out the centre of each biscuit. Place a boiled sweet into the hole (cut in half if the hole is smaller than 2.5cm/1in) and place in the preheated oven to cook for 15 minutes, or until golden-brown and crisp with the sweet melted

Step 6: As soon as the biscuits are baked and while they are still warm, use a straw to poke a hole out of the top of each biscuit

Be careful not to make this hole too near the edge of the biscuit. Once the melted sweets have hardened, transfer to a wire rack to cool. Thread a length of string, ribbon or florist's wire through the hole and hang the biscuits on the Christmas tree so the lights can shine through the centres.

Christmas Quiz

Explore our festive Christmas quiz right here! We've prepared a total of 8 intriguing questions for you to tackle, and if you're up for the challenge, you'll find the answers tucked away at the bottom in tiny print.

- 1) Which country gives a Christmas tree to the UK every year?
 - a. Australia
 - b. Ireland
 - c. Norway
 - d. Zimbabwe
- 2) In which European country might a naughty child get a potato in their shoe?
 - a. Iceland
 - b. Finland
 - c. Wales
 - d. Portugal
- 3) What do people traditionally have for Christmas dinner in Australia?
 - a. Pizza
 - b. Soup
 - c. Sandwiches
 - d. BBQ
- 4) Where does 'stollen' cake come from?
 - a. Spain
 - b. France
 - c. Scotland
 - d. Germany
- 5) From which language does 'Xmas' come from?
 - a. Poland
 - b. Greece
 - c. Finland
 - d. China
- 6) What biscuit is traditionally made in Scotland before Christmas?
 - a. Digestive biscuits
 - b. Ginger snaps
 - c. Shortbread
 - d. Rich Tea biscuits
- 7) What is traditionally put in Christmas puddings for luck?
 - a. Teeth
 - b. Berries
 - c. Coins
 - d. Mouse droppings
- 8) What do Japanese people do on Christmas day traditionally?
 - a. They go to the cinema
 - b. They go to Disneyland
 - c. They go to KFC
 - d. They visit their grandparents

Norway, 2. Finland, 3. BBQ, 4. Germany, 5. Greece, 6. Shortbread, 7. Coins, 8.

ANSWERS:

Useful Information

Please refresh your memory about the timings of the school day and our school uniform requirements and expectations by visiting our website:

www.ttapa.net

The website is the first stop for updates on school holidays and any changes to the school day due to severe weather. A useful resource for the coming months.

Governors

We currently have vacancies on the local governing committee (LGC) for a parent governor as well as a Trust appointed governor.

Governors have a specific function in school leadership which is to ensure that:

- The vision, ethos and strategic direction of the school are clearly defined;
- The headteacher performs their responsibilities for educational performance of the school; and
- The sound, proper, effective use of the school's financial resources.

If this is something you are interested in please contact us and the Clerk of Governors will be happy to have a further discussion with you.

Term Dates 2023-2024

Half Term 2

Term starts Monday 30th October
Term ends Friday 22nd December noon

Half Term 3

Term starts Monday 8th January
Term ends Friday 16th February

Half Term 4

Term starts Monday 26th Feb
Term ends Thursday 28th March noon

Half Term 5

Term starts Monday 15th April
Term ends Friday 24th May

Half Term 6

Term starts Monday 3rd June
Term ends Tuesday 23rd July noon

School closed on:

Monday 6th May—Bank Holiday
Friday 28th June—Inset Day

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

