

# Three Towers

SPRING  
NEWSLETTER  
2024



## Message from the Head Teacher Miss Isherwood

Welcome to the latest newsletter and although this has been a very short term, we have still managed to cram a lot into the last 11 weeks. This newsletter just gives a small snapshot of some of the activities that have been going on in school—I hope you enjoy reading them.

The newsletter also gives an opportunity to update you on staffing news. We said goodbye to three long-serving and valued members of staff this term. Miss Gaskell who worked as an ALTA (advanced level teaching assistant) in the Foundation Curriculum Department supporting creative lessons left in January, closely followed in February by Mrs Gallagher who worked as an ALTA in the same department supporting cooking lessons who retired in February. At the end of term we also said goodbye to Mrs Banks, our senior pastoral manager who worked in the Pupil Referral Service which was the predecessor to Three Towers, for a long time. We wish them all the very best for their futures. We welcome teaching assistant Miss Deakin and teacher Miss Lewis to the secondary team from April, although they have been working here on supply for many several weeks already. We also welcome back Ms Parry following the birth of her son.

Three Towers have hosted a number of visits this term from colleagues in other schools to share practice and expertise—we can always learn and improve as both an organisation and individuals which is something we tell the learners. “We are all always learning.”

One important visit in March was from the external assessor who came to decide if we met the standards for the Quality in Careers mark. You can find out if we did, further in the magazine.

Shortly after we return from the holidays, we start with GCSE exams. Whilst we try to minimise disruption to other learners some is inevitable as our staff invigilate giving learners the most settled environment in which to do stressful exams, so I would like to thank you now for your patience during the exam season. The Y11 learners really do appreciate it.

On behalf of all the staff, I wish you a restful break and hopefully sunny Easter break.

## Spring 2024



**Three Towers**  
An Alternative Provision Academy  
Expanding Horizons

# Little Acorns

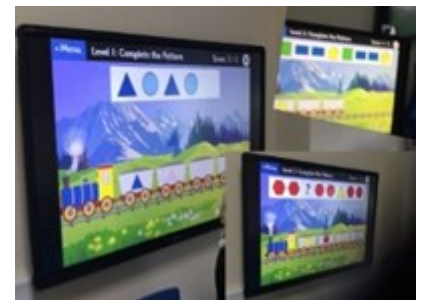
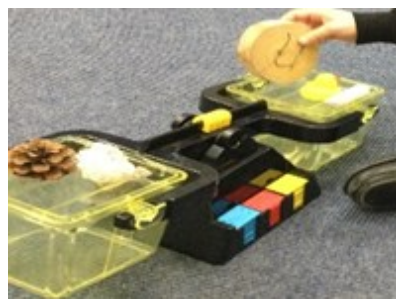
## English

It has been a very exciting time to be in Little Acorns this term! We have been investigating who stole our class bear. We all wrote letters to the kidnappers to try and find out where our bear had been taken and created a missing person poster. We went on a treasure hunt and read clues and we identified it was the pirates who had taken our bear. Bear then sent us postcards of his travels with the pirate and we wrote one back to him.



## Maths

We have also been very busy learning all about composition of numbers to 10; we could understand that numbers are made up of other numbers. We have learnt all about weight, using lots of key language to describe how heavy or light an object is. We enjoyed using scales and ordering objects. We have also been learning about repeating patterns and position and direction.



## Cooking

For the all around the world topic we have made foods from different countries. We have really enjoyed making rocky road from the USA, a feta pasta salad from Greece and pizzas from Italy. We practised a range of skills especially using a sharp knife safely.



## P.E

Our focus in PE has been badminton and dodge ball. We have practised our throwing and catching skills and aiming accurately in both sports



# Maple

During this term, our thematic topics have been 'air' and 'water'. Learners have been studying a range of fiction and non-fiction texts including: the train to impossible places, and non-fiction texts based on hot air balloons and The Titanic. From these texts, learners produced a range of their own writing including letter writing, character descriptions, non-fiction fact files and newspaper reports! Learners even had a go at designing and creating their own hot air balloons using papier mâché!

In Math's, learners in Year 6 have been working hard preparing for their KS2 assessments as well as working on different mathematical concepts based on fractions, multiplication and division and place value.

In PE, learners have been working on the skills used in target games such as dodgeball and archery. Learners worked hard to develop their throwing, catching, dodging and agility.

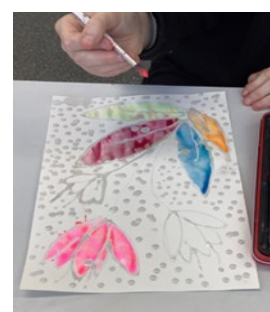


# Art

There has been a lot of activity in art this term and we have been working hard on different themes. Year 7&8 learners worked African themed art looking at Kanga cloth design and African proverbs and symbolism to make lino prints.



Year 9 learners used the theme of Nature to develop skills in drawing, photography and relief sculpture, as well as learning about Batik drawing with hot wax. In last half term learners have been looking at Pop Art with the theme of food.



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

# Cooking

We have been busy in Home Cooking looking at where our food dishes and ingredients originate from before it reaches our plates.

We had some surprises !!!



Easter treats were also on the menu—Yum!



# Citizenship

In KS3 this term, learners have been completing their Law & Order module. We have looked at the UK law, how it works & what possible consequences can be used when breaking the law. We have been looking at recent court cases that have been in the media and written our own newspaper reports.

In Year 10 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. Here is some of our Y10 learners recent projects on budgeting to design their own living room.

Our Year 11 learners have completed their Finance module this term. We have been looking into what they may need to know when they leave school & have been learning about tax, insurance, wage slips & household bills.

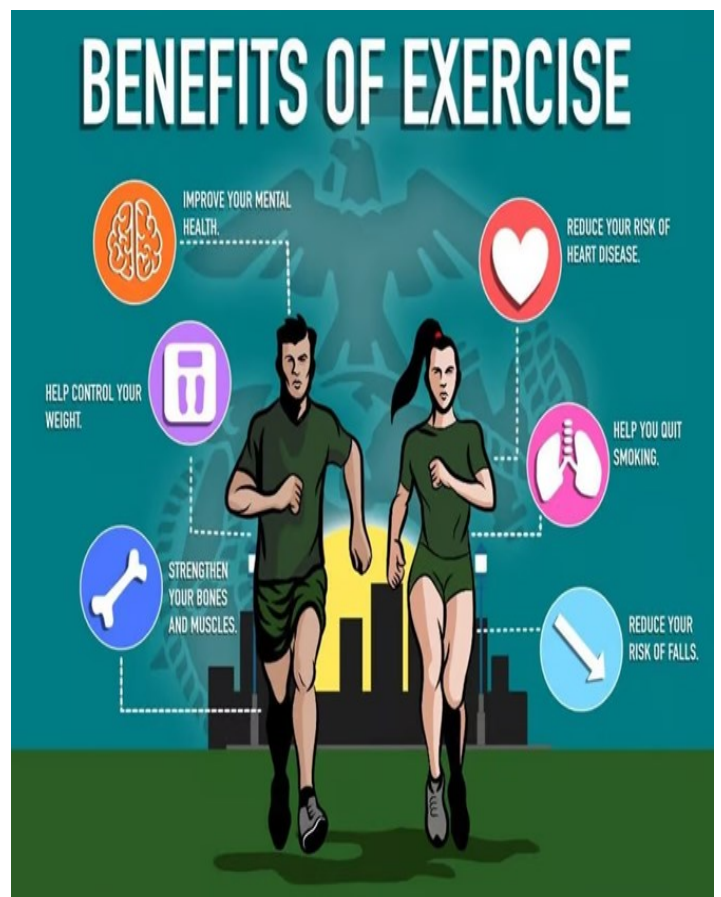


# Health and Social Care

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, giving them the opportunity to reflect on their own lifestyle choices, factors that can influence health and well-being as well as any barriers they may come across.

One area we have been focusing on are the benefits of exercise. Learners have explored the short- and long-term health benefits on individuals. They have also discussed the positive impact on society with regards to the cost of care, sickness and dependency & increasing life expectancy. Learners will use their research to create a campaign and deliver this to their target audience.



# English

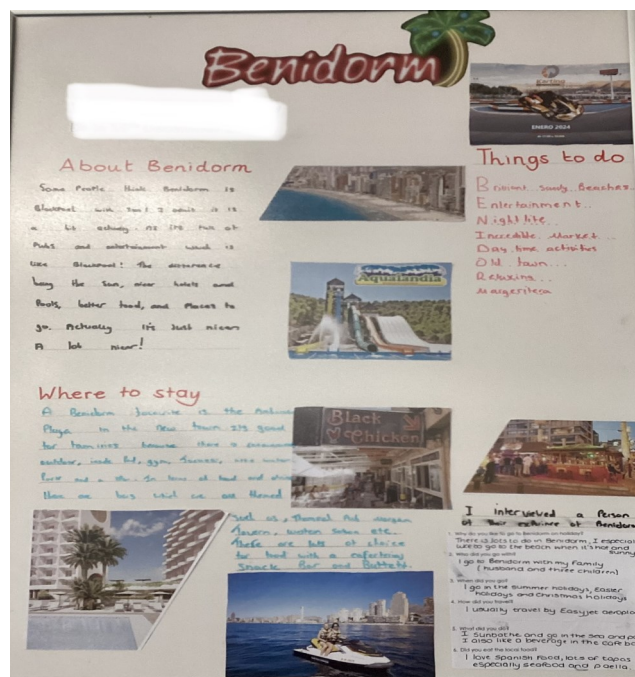
Learners continue to work extremely hard to make progress in their learning.

Key Stage 3 learners have been focussing on the topic of Poetry, studying a wide range of poetic techniques and vocabulary to help them to understand and analyse challenging poetry texts.

They have read poetry from a range of genres and time periods stretching from poems about animals to war. The poem, 'IF', created some mature and interesting debates. We even managed to make sabres influenced by the poem, 'Charge of the Light Brigade'.

Year 10 learners have been learning about figurative language and have created some interesting descriptions of places and people they are familiar with to begin their coursework for their GCSE. The learners have made excellent progress and have a breadth of skills to be able to access the next stage of their learning.

Year 11 learners have been studying exemplar texts ready for their GCSE exams with many working on their assignments for their coursework portfolio. This involves three pieces: Writing to argue/persuade; Writing to Describe and Writing to Narrate.



## GCSE exam information

Most learners are completing the IGCSE. For those learners on this course who have completed the coursework option there is one exam on Wednesday 8<sup>th</sup> May.

Some learners who did not manage to complete coursework will sit two exams— one on Wednesday 8<sup>th</sup> May followed by paper 2 on the Monday 13<sup>th</sup> May.

Some learners who arrived late in Y11 are continuing with the exams they started at their previous school. Each learner has been given their own timetable, and know which exams they are entered for.

## Here are some useful websites for revision:

Cambridge iGCSE English Language Paper 1: [Overview | CIE IGCSE English Language Revision Notes 2020 | Save My Exams](#)

Cambridge iGCSE English Language Paper 2: [Overview | CIE IGCSE English Language Revision Notes 2020 | Save My Exams](#)

AQA Language: [AQA English Revision - Lang Paper 1](#)

WJEC Language: [GCSE English Language - WJEC - BBC Bitesize](#)

Cambridge iGCSE English Literature: [CIE IGCSE English Literature Revision Notes 2021 | Save My Exams](#)

# Humanities

We have packed a lot in to Spring Term in Humanities. K34 learners have completed the Opportunity & Inequality and Conflict & Tension modules of their GCSE and ELC courses and are now right in the thick of the Health & the People module. For this they have been learning about the key individuals, events, institutions, and other factors which transformed medicine from a time when barbers performed surgery and raw chickens were rubbed on open wounds to the technology, knowledge and hospitals that we have today!

Learners in KS3 have completed Asdan modules in both History and Geography. To do this they have chosen lots of far-flung places from Hamburg to Zante to find out about geographical locations, populations, different currencies, different cultures, flags, major landmarks and both human and physical geography features. We have also got to work with artefacts from the first and second world wars to discover more about the human storied from both hugely significant global events. Some of these artefacts can be seen bellow being adeptly modelled by two year 8 learners.



# Mathematics

Lower KS3 have been learning about directed number whilst applying it to real life contexts such as temperature; adding and subtracting fractions; numerators and denominators and how we need the denominators to be the same before we can add or subtract.

Year 9 have been learning to reason with geometry - about the different types of angles and how to find missing angles in problems; rotating and translating shapes on grid and all about Pythagoras' theorem!

Year 10 have been expanding their skills in geometry as well-learning about area and perimeter of shapes. They have been growing in their confidence in these skills and have begun applying them in exam style questions. We have also been experimenting with probability using coin and dice investigations to find what are the chances of certain outcomes.

Year 11 continue to develop their exam skill techniques in the run up to their maths GCSE. In particular they have been refreshing their geometric and algebraic knowledge this term by learning how to find the  $n^{\text{th}}$  term of sequences and transformations of shapes.

# Outdoor Education



KS4 have been focussing on woodwork skills, by practicing using a variety of tools to make different items.

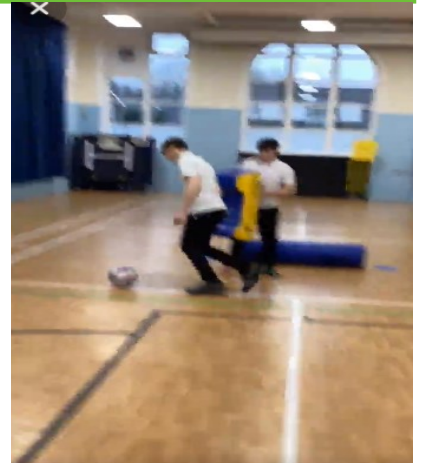
KS3 have been learning about the environment and taking part in scavenger hunts and growing different plants.



# PE

Key Stage 3 groups have been working this half term on their Rugby and Football skills.

At the start of the term we looked at passing, shooting, dribbling and gameplay within football. The learners practiced skills in isolation before progressing and linking skills together as well as perform skills under stress and in performance. For example learners would work on penalties to start with, shooting with the ball still on the floor then would receive a pass and shoot with a first touch, then to progress this further would create space to shoot with a defender coming towards them.



During Rugby the learners have looked at passing, passing on the move, running lines and identifying space. The next few weeks we will be looking at tackling technique and ball carrying skills such as the 'hand off' and 'hit and spin'. So far, the learners again have looked at skills in isolation and skills during performance and under pressure. An example of this would be passing in a static position, passing whilst moving and passing and receiving into space. Having the opportunity to do both.

Year 10 learners have been exploring Contemporary issues in Sport this half term, which ranges from barriers in sport to sporting values and emerging sports. The learners have been working hard on this in class discussions and transferring their knowledge into exam styled questions. After the easter break we will restart looking at their Performance and Leadership coursework again – which will entail planning/ delivering a session of their own.

Year 11s have been working hard to complete their coursework before it is marked and submitted. Some are working on their Cambridge National Sports Studies and others on their B-Tec in 'Playing Sport' and 'Assisting in Delivering a Sports Activity.' After Easter we hope to get all this work finalized and I'm positive we can achieve the desired outcomes.

Earlier in the term the year 11 group headed to Go Ape at Rivington, the group were excellently behaved, remained safe when using equipment and took on and communicated well when receiving information on how to stay safe.

The learners really gave their best throughout the course; encouraging each other and being generally very supportive– it was a pleasure to take them.





# P4C

Our KS3 classes have been exploring the concept of time. What exactly is time? Do the past and future truly exist, or are they merely constructs of our memories and imagination? How can we be certain that the past is real? Does tomorrow ever truly arrive, or does it simply transform into today? These are just a few of the intriguing questions we've been pondering in our KS3 discussions. Take a look at the screenshots of our notes to see what we've been exploring.

## The Reality of Time

◦ "You cannot suffer the past or future because they do not exist. What you are suffering is your memory and your imagination."

- NO SUCH THING AS THE PAST/FUTURE

IC - Agree: Something happens in the past, you remember by someone else telling you.

Disagree - The past was yesterday.

BM: Agree - False memory  
Do you agree or disagree?

MB - Agree with this without memory or imagination, we won't know our past.

What reasons can you give for why the past, present and future don't exist?

past

You remember the past - evidence.

It is not our past it's someone else's, it is someone else's.

present

The present always becomes the past

Future

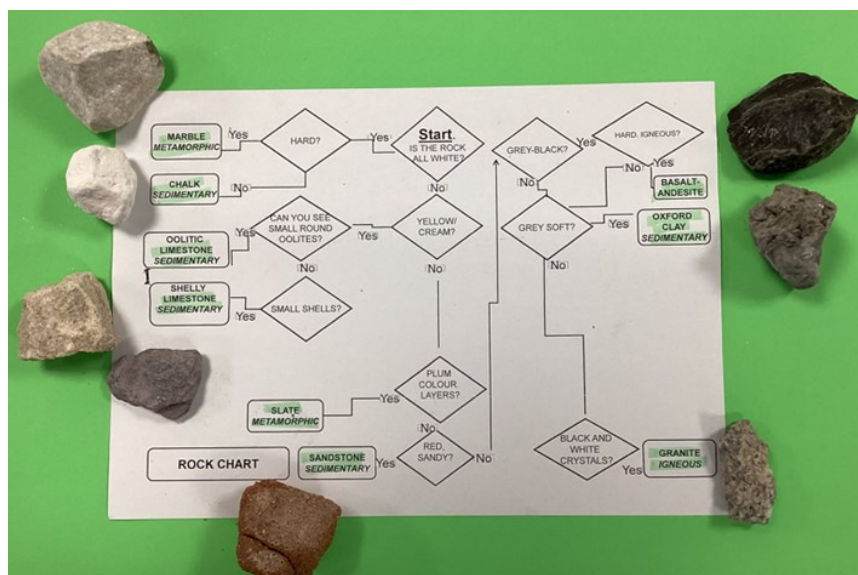
Always becomes the past.

Our Year 10 and 11 learners have been delving into some deep topics this term, at their own request. We've been pondering over the factors that shape our behaviour - is it our upbringing and environment, or is it something innate within us? We've explored the intriguing case of feral children, whose behaviours drastically changed without any human interaction. Are we all born with a clean slate, with all our behaviours learned? Or is it possible that we are born a certain way and nothing can alter that? We've also analysed various serial killers, examining their backgrounds, family, and friends to understand what led them to become who they are. Do external influences shape our behaviours, or are some individuals simply born with certain traits? What are your thoughts on this? Be sure to take a look at the screenshots of our notes in the images provided.

## Why do we behave the way we do?

DB: - moods, energy, approach <sup>from</sup> parents/careers.  
- Childhood - who's around you.  
- people with a weaker mindset.

# Science



In Science this term, KS3 have been looking at the three different rock types (igneous, sedimentary, and metamorphic), how they are formed, special features and examples. They will continue the term looking at weathering and climate change.

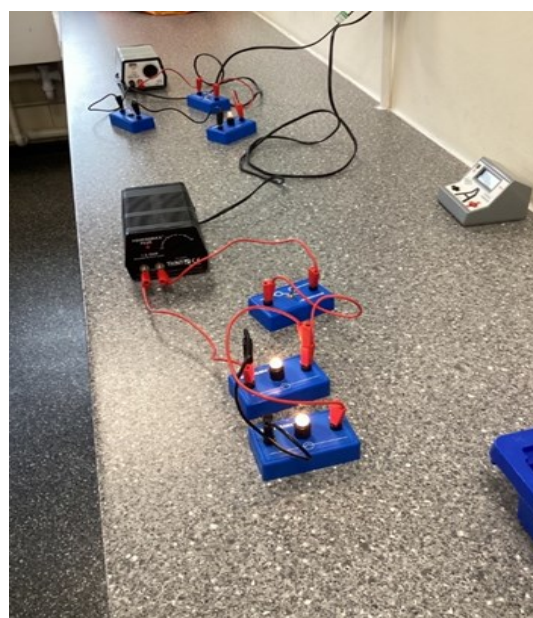
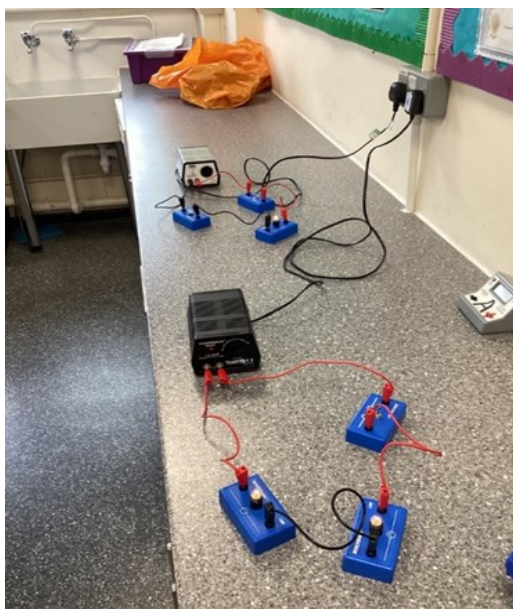
KS4 have been doing a variety of different topics covering Biology, Chemistry and Physics.

**Biology** – learners have been learning about and comparing aerobic and anaerobic respiration in plant and animals. They have looked at where and how this occurs, written word equations and identified processes that use the energy released in Respiration.

**Chemistry** – learners have been looking mainly at chemical reactions, exploring different indicators when looking at acids and alkalis, titrations, endo and exo-thermic reactions. They have talked about the different reactants and products, and writing word equations to show what new compounds are formed.

**Physics** - learners have been looking at the electricity and energy topic. They have discussed the different types of energy and how machines allow energy types to interchange eg a kettle changes electrical energy into heat, light and sound energy. We have also discussed efficiency and used Sankey Diagrams to display the % useful energy.

Learners have been investigating the features of series and parallel circuits and how the bulbs brightness is affected by this. They also used ammeters and voltmeters to measure the current and potential difference in circuits.



# Thrive

KS4 learners have been focussing on completing their BTEC Level 2 Award in Personal Growth and Wellbeing. They have investigated signs of declining wellbeing and what can be done to help improve their own and other peoples wellbeing; interpreting different scenarios and identifying the signs of declining wellbeing alongside what options could have been available to help in the situation. Well done to all year 11 learners who have completed this work.

KS3 have looked at our school values especially around leadership, investigating the skills and qualities of a good leader. They have also focussed on a variety of therapeutic crafts including producing gifts for loved ones.

# Work Related Learning & Careers

Key Stage 4 learners have been focusing on completing the core units for their BTEC Level 1 Introductory Studies, with Year 11s also completing work for their BTEC Level 1 Subsidiary Award in Workskills, writing CV's and taking part in practice interviews.

Key stage 3 have been working towards their ASDAN Careers and Experiencing Work short course which has included comparing their own skills and behaviours with the skills and behaviors of celebrities, athletes, and politicians.

## Careers

We are delighted to announce that this term the school achieved the Quality in Careers Standard Award, which is a national quality award for careers education, information, advice and guidance (CEIAG) in secondary schools, colleges and work-based learning. It is fully aligned with the Gatsby Benchmarks and fully complies with the Department for Education's Statutory Guidance.

Congratulations go to everyone involved—it was a lot of hardwork and recognises everything done to support learners in their future goals.



# Rainbow Ward

Our staff work on Rainbow Ward at Wigan Infirmary every afternoon, teaching any school aged patients who are there. Sometimes, there are short term, younger patients who like to practice skills in literacy and numeracy and we have a range of resources available focusing on specific themes such as Valentines, Mothers Day and Easter.

Some patients are supported to keep up to date with school work set by their school, whilst others enjoy working with someone a bit different and are happy to play a game, colour or do some other therapeutic activity. Parents often appreciate this time to go and have a break.



# Remote Learning

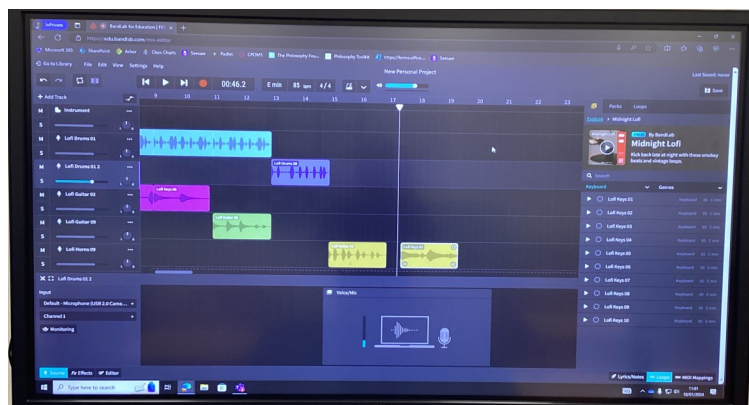
Some older learners may access some or all of their learning remotely for a variety of reasons.

These lessons are accessed through Microsoft Teams which many learners have experience of using previously.

The lessons are taught live with learners expected to actively participate in the lesson—they may be directed to assignments or to complete other independent tasks during the lessons just like lessons in school. And, just like lessons in school a teacher is available to help and support at all times during the school day.



# Well-being Wednesday



This is the time of the week when we focus on our therapeutic and enrichment curriculum. Learners pick activities that they would like to take part in. Sometimes this is to practice an existing interest or hobby and further develop their skills; other times it is to try something new.

Activities include those that assist learners to develop other skills at the same time—resilience, co-operation, interpersonal skills, problem solving, oracy and listening skills ; they boost self-esteem and self- confidence and hopefully they are fun as well!

# Parents' Page

We know that active involvement of parents/carers and significant adults in a child's education is vital.

You can support your child in many ways—by attending meetings for them whenever possible; encouraging attendance and helping to improve their punctuality; supporting the uniform and mobile phone policies; reading with them at home; asking them about what they have learnt at school each day; praising their progress and encouraging their ambitions. Our policies and lots more information is on our website— [www.ttapa.net](http://www.ttapa.net)

Parents/carers and family are invited to attend events including Review Days and Celebration Activities. We try to accommodate the needs of parents/carers in terms of the timing and venue of meetings.

We so value your feedback and we encourage you to give us their views through completing surveys including induction surveys, the mid-year survey and the leaver survey.

All responses are reviewed and acted upon if appropriate.

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

The most up to date information about what is going on at Three Towers can always be found on our website [www.ttapa.net](http://www.ttapa.net) or by following us on X at @ThreeTowersAPA or @TTAPAPrimary

You can find our Art Department on Instagram @ttapa\_art

## **SAFEGUARDING - Staying**

## **Safe Online**



One of the most common concerns that parents/carers 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)

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!

Please get in touch with us if you would like any more information about how we work with parents/carers or would like to know more about how you can help to keep your child safe online.

# Exam Information

## Exam start times:

Unless your child's access arrangements include an offsite venue, **all** exams will be held onsite at Hindley and will be invigilated by staff your child is familiar with.

Learners must arrive 15 minutes before the exam is due to start. Please note that learners should not arrive any earlier as there is no one to supervise them.



**Morning exams start at 9.00am so learners must be here for 8.45am.**

**Afternoon exams start at either 1.00pm / 1.30pm so learners must be here for 12.45 / 1.15pm.**

The start time will be stated on their timetables.

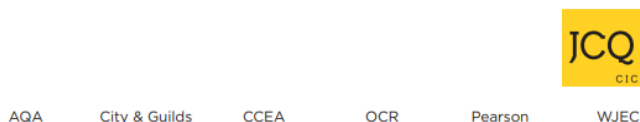
There are very strict guidelines set down by examination boards of how we are to deal with late arrivals, including disqualifying them from the exam, which we have to follow.

Similarly, according to exam board rules, learners must stay in the exam for at **least an hour**.

## Exam Board Code of Practice:

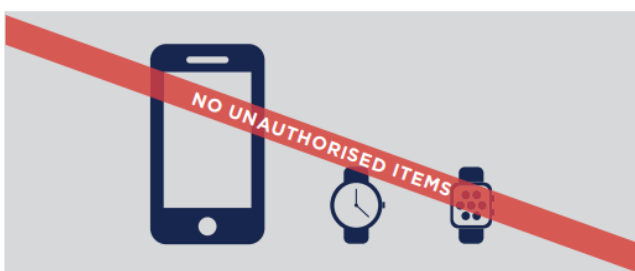
Throughout all the exams it is essential that your child follows the rules laid down by the exam boards known as the "Code of Practice" which include not being able to talk in the exam room and having to hand in mobile phones/smartwatches etc.

The Code of Practice and other exam board information/rules are available on the school website at [www.ttapa.net](http://www.ttapa.net).



## NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone  
or any watch, is a serious offence and could result in

# DISQUALIFICATION

from your examination and your overall qualification.

## Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

# Exam Information

Learner's timetables for the upcoming GCSE exams have been sent out and you should have now received these.

Please be aware these dates and times are set externally by the exam boards and cannot be changed by Three Towers.

If your child misses an exam there is no opportunity to sit it at another time

Exams are conducted under very strict rule. Failure to follow these rules can result in the cancellation of examination results not just for that subject but for all subjects run by that exam board and the learner being disqualified.

## Results:

Results day is on **Thursday 22<sup>nd</sup> August 2024.**

The school will be sending results to learners personal email addresses - please ensure your child has provided school with this to avoid any delay in results.

***Please note we are unable to accept or send any results to parent/carers email address***



# Useful Information

## Are you a parent?

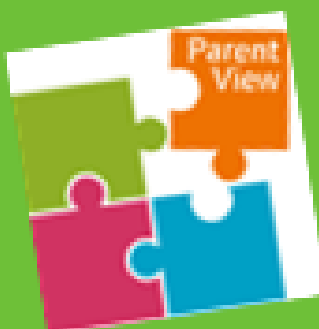
### Have you heard of Parent View?

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](http://parentview.ofsted.gov.uk)



## Term Dates 2023-2024

### Half Term 4

Term starts Monday 26th Feb  
Term ends Thursday 28th March 12.30noon

### 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 12.30 noon

