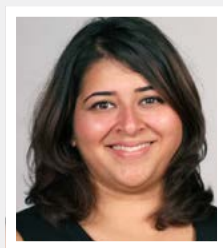




## AN UPDATE ON YEAR 13



As I write, the sun is shining and I am very much enjoying arriving at school in the daylight. The combination of both this and students completing their mock exams gives the indication that Year 13 is racing by, and before we know it the final exams, and also the celebrations at prom, will be upon us.

By the time you read this, the mock exams will be over. I am incredibly proud of the effort made by students to do their best during this potentially stressful period, and the mature conduct and dedication shown by Year 13 students has been very much evident. While I am sure that both students and their parents/

carers will be keen to know grades and scores, I think it is also important to have a conversation that reflects on their well-being during mock exams, for example by considering whether students need to temporarily reduce their work commitments, whether they are sleeping and eating well, and whether the revision schedule and techniques they used were effective.

Subject teachers will return papers once they have been marked, and tutors will then lead a mock results session based on data collection in mentoring lessons before the Easter break. While I am sure there will be many successes to celebrate, I am also aware that some students will be disappointed with their mock grades. Subject teachers, tutors and myself are on hand to support students in developing action plans to help them to ensure they get the grades they aspire to in the summer. Some departments will run additional mock exams, either just before or just after the Easter holidays, to give students further opportunities to prepare for their final exams.

In February, 17 of our Year 13 students presented their Extended Project Qualifications (EPQ) to peers and staff. Mr Ferguson, Head of the EPQ, said the following: "As ever, this was an absolutely fascinating experience for the staff who were moderating and visiting, as we learned about subjects far removed from our own expertise. More importantly, it is a fantastic way for the students to demonstrate what they are capable of when working independently and gives their teachers enormous reassurance that they are ready for the challenges of university study."

Mr Ferguson added: "Subjects included NHS funding, the US constitution, artificial intelligence, writing a play script, mental health and sport, Vietnam in film, and the Roman army – a great range of subjects relating to students interests and ambitions. Many students had worked incredibly hard re-searching, analysing and writing dissertations that were so clearly already at undergraduate level. Well done, firstly to those who embarked on the EPQ but failed to complete it. I hope you have learned something important for the coming years through that process. But bigger congratulations to those who overcame obstacles, got through their public speaking and enjoyed the learning: I am proud of your achievements; I hope you are too."

Year 13 students continue to make a huge contribution to both school life and through their volunteering in the local community. Many are involved in mentoring projects with Year 12 students, and others are regularly engaged in peer teaching with their own year group to aid revision. A notable achievement is that of Lauren and Phoebe who found time amongst their extremely busy subject workload to support Year 8 students on a series of whole school assemblies about the environment, conservation and our responsibility to care for the planet.

I would like to end by congratulating Sunnie, who has been offered an apprenticeship for Ernst & Young in the field of assurance. This hugely competitive role attracts thousands of applicants each year and demonstrates a huge amount of hard work from Sunnie. I wish him the best of luck when he takes up this opportunity in the summer.

*Miss Larkin, Head of Sixth Form, and Mrs Ayres, Deputy Head of Sixth Form*

## IMPORTANT LETTER FROM MR HOUSE

Mr House requests that families contact their local MP about the current funding crisis:  
<https://www.greenshaw.co.uk/news/?pid=25&nid=2&storyid=363>





## GREENSHAW TO LEAD SUTTON SCHOOLS' MENTAL HEALTH PILOT

Greenshaw High School will lead the first wave of schools in a new 'trailblazer pilot' which aims to reduce rates of self-harm in children and young people across Sutton. The school will work alongside other Sutton schools in both primary and secondary phases, and schools from mainstream and special school sectors.

The Sutton Clinical Commissioning Group successfully bid for a mental health support team, with each one expected to support an approximate population of 8,000 children and young people. The workers located in the Sutton schools taking part will undertake their training with Health Education England, delivered at Kings College London, before the pilot goes live in the autumn.

Sutton was announced as one of 25 mental health 'trailblazers' in England which will roll out new mental health services to 500,000 people in the country.

Mr House, Headteacher, explained: "We are very fortunate to be involved in this work. The purpose of the 'trailblazer pilot' is for groups of schools to work together, alongside significant investment from health, and see what we can all do better in supporting the wellbeing of young people. This is the most important thing for the next generation of young people to be healthy. Exam grades are of little use if the students that gain them are not confident and happy."

Dr Jeffrey Croucher, clinical lead for Sutton CCG, said: "This is all about reducing self-harm in children and young people in Sutton. We've already heard that there's a high incidence of this and what we hope to do over the next three years is to reduce that incidence by 20 per cent.

"We're trying to build emotional resilience in our young children, supporting the teachers, support for ADHD [attention deficit hyperactivity disorder] and ASD [autism spectrum disorder] children, and support for the parents."

## WHY WE USE DIFFERENTIATED QUESTIONING IN CLASS



You may be aware that in lessons, when teachers are checking for understanding, we expect our teachers to direct their questions at individuals rather than asking the class for hands up. There are several benefits of this approach. It ensures all students get the opportunity to share their ideas, and to develop their oracy skills and confidence when speaking in public. In classrooms where the teacher takes hands up responses, often only the most confident answer and sometimes students will stop thinking if they are under the impression someone else will always answer. The approach also ensures that the teacher is in control of finding out who knows what in a class, directing their questions to specific students to see what they have understood and whether they need to re-explain the material.

Selecting individual students by name enables the teacher to target differentiated questions at specific students, thereby using their questions to assess students' learning rather than just taking contributions from students who already know the answer. This differentiated questioning can also be used to really stretch and challenge certain students and assess the understanding of fundamental concepts for other students. Also, when students sit with their hand up during class discussion, it becomes difficult for them to really carefully listen to what the teacher or students are saying as they can become preoccupied with thinking about what they want to say. It is important to point out that if a student has a question they want to ask or they need some help or clarification, we absolutely encourage and welcome this.

*Mrs Wallace, Deputy Headteacher*





## TAKING NYC BY STORM!

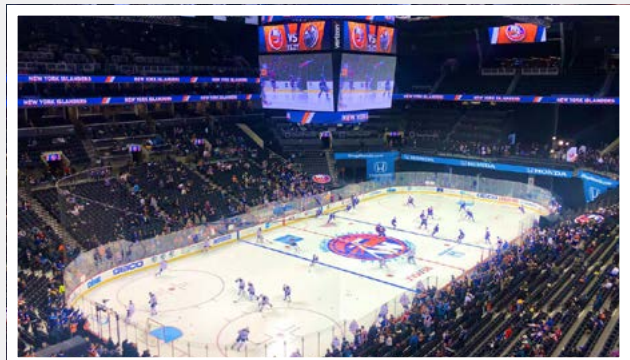
Fashion and art students from Years 10 to 13 thoroughly enjoyed a week in New York City – surrounded by art, fashion and culture.

Students were fantastic ambassadors for Greenshaw High School at all times. The group visited The Whitney Museum of American Art, The Metropolitan Museum, The Solomon R. Guggenheim Museum, The FIT museum, The Transport

Museum and Ground Zero – and even squeezed in time for shopping and ice hockey!

Thank you to all students for showing the utmost enthusiasm and maturity in such a busy, bustling city!  
#GHSNYC

*Mr Broniecki, Miss Shakespeare and Miss Wiffill*







## EXPLORING THE WONDERS OF ANCIENT ROME

In February half term, a group of 29 students from Years 9 to 13 visited The Eternal City to explore its historical and cultural wonders. The group had an action packed four days, which they spent visiting important sites such as the Colosseum, the Forum and Vatican City.

The trip represented a rich opportunity to imagine life in Ancient Rome and a chance to marvel at the artistic and architectural triumphs of this remarkable city. The only thing that could distract us was the irresistible *gelattos* on offer on every street corner.

*Mr Hadley, Classics Teacher*



## OUR IMPACT ON THE WORLD

In recent assemblies, students from Year 8 and Year 13 have been raising environmental awareness. Harriet, Isobel, Jahzarah, Zaman, Lauren and Phoebe, used shocking imagery and descriptions to highlight deforestation and plastic pollution of the oceans.

They revealed that many of our daily actions have global consequences. For example, just eating a KitKat will contribute to destruction of rainforests. The students gave suggestions of small changes we could all make, to reduce our impact on the world.

*Mr Booth, Geography Teacher*





## YEAR 13 ASSEMBLIES – SPRING TERM

- 13th March – Holocaust memorial
- 27th March – Making our mental health better

## KEY DATES – YEAR 13

End of spring term	5th April	Year 13 Prom	26th June
Start of summer term	23rd April	End of summer term	23rd July
May half term	27th May to 31st May	A level results day	15th August

## YEAR 13 CONTACT LIST

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