



AN UPDATE ON YEAR 10...



I would like to start with a reminder about the upcoming parents' evening on Thursday 14th March. We hope to see you all on the evening, with your children, when there will also be an opportunity to find out more information about our sixth form.

Moving on to Year 10 assessments, and in English pupils have recently received feedback on the GCSE English Language Paper 2 Question 5 Assessment which was completed in January. This was a Writing to Argue task where students were able to apply their knowledge of rhetoric and give their opinion on whether or not they think modern parents are 'over-protective' and should allow teenagers more freedom. Unsurprisingly, students had plenty to say on the issue. Well done, to Chanelle, Tapiwa, Varun, Betty, Keziah, Molly and Era, who achieved a Grade 8 or 9 on this task.

In drama, a particular well done this term to Era, Katie G, Katie S and Reece M for their outstanding efforts in their drama coursework. Whilst in sociology, Mr Jones would like to congratulate Hannah, Nadeem, Varun and Chanelle for their outstanding performance in the recent Crime and Deviance unit. PE students have also recently been undertaking assessments on their understanding of the all topics studied since they began the GCSE, with excellent summative assessment scores from Harry, Aaron, Wiktor, Zamzam, Max, Sean, Chloe and Glenice.

Staying with PE and it's been a fantastic month for the Year 10 boys' football team, as they have continued their fine run of form. This has seen them progress to two semi-finals, where they are due to play Whitgift or George Abbot in the Surrey Cup after beating Epsom and Ewell 6-0. In the Sutton Cup, the boys are awaiting their opponents in the next round, having secured a 2-1 victory over Wilsons.

Some more curriculum updates: Media studies students are currently studying the Kim Kardashian app, which is raising interesting discussions on representation of women in the media and the role that celebrity has in shaping these views. Our art students are working on 'up-scaling' to create out-of-book coursework pieces inspired by 'Growth'. In food preparation and nutrition, students are learning about 'cultures and cuisines' and 'influences that shape the world'. Within this, students will be learning about people migrations, faith and religion, as well as the economy, with student assessments scheduled for the week starting 25th March.

Our dancers continue to be busy with the Year 11 examination evening scheduled for Thursday 21st March. Year 10 GCSE students are expected to attend to gain an insight into choreography in preparation for their own choreography exam on Friday 5th April. On Tuesday 30th April, a primary dance festival is scheduled with a movie theme – helpers are still needed for this and so if students would like to support, they need to see Miss Walker.

Finally, congratulations to all Year 10 students for their effort in completing their Tassomai. Such commitment recently saw over 42,000 questions answered correctly in one week and Greenshaw ranked at eleventh in the country. As we are now half way through students GCSEs, I would encourage that students check their projected completion percentage, which outlines if they were to continue at the current rate how much of the course they would have covered on Tassomai by the time of their exams.

Mr Johnson, Head of Year 10, and Mr Parker, Deputy Head of Year 10

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>





SKI TRIP 2019

During February half term, 50 students from Years 8 to 12 travelled to Warth, Austria for a fantastic week of skiing.

After a challenging 20 hour coach journey, the group arrived at the Pension Birkenhoff on Saturday morning and we were immediately impressed by the landscape and climate in which our home for the week was set.

After a restful night's sleep, students took to the slopes on Sunday morning. Beginning on the nursery slopes, they were starting to find their way on their skis and after the first day, they were able to make their way up the mountain to explore the slopes of Warth. By the end of the week, beginners were skiing down from the top of the mountain, with some taking on the mighty red and, in some cases, black run.

The evenings were equally busy, with students enjoying a series of activities including bowling, swimming and a fiercely competitive quiz night. In between activities, they were able to enjoy the hotel's facilities during some well-deserved down time; playing pool and table tennis or supervised trips to the local village to purchase some well-needed snacks.

I would like to thank the glorious sunshine which greeted us each day on the slopes, the enthusiastic ski instructors, our committed Greenshaw staff, and finally, the high standards of behaviour from all students which together made it a very successful trip.

Mr Carter, Assistant Headteacher





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



FANTASTIC OPPORTUNITY TO GET INTO TEACHING...

We currently have a fantastic opportunity for someone who is looking for an opportunity to gain classroom experience in a successful and forward thinking school.

Greenshaw High School is looking for a highly motivated and committed individual with excellent organisational skills and a desire to work with young people to join our curriculum support team as a Curriculum Support Officer. The successful candidate will supervise classes in the absence of teaching staff, prepare and display curriculum materials and co-ordinate school trips. For the right candidate, this is a fantastic opportunity to gain classroom experience and an insight in to our successful curriculum departments.

The curriculum support team is a well-established and integral part of the classroom experience at Greenshaw High School. Our curriculum support officers play an active role in supporting teaching staff across the school, and many have gone on to pursue careers in education and teaching, or to study for post- graduate qualifications.

If you are interested in applying, please see the school website: <https://tinyurl.com/yynr5gyo>





TAKING NYC BY STORM!

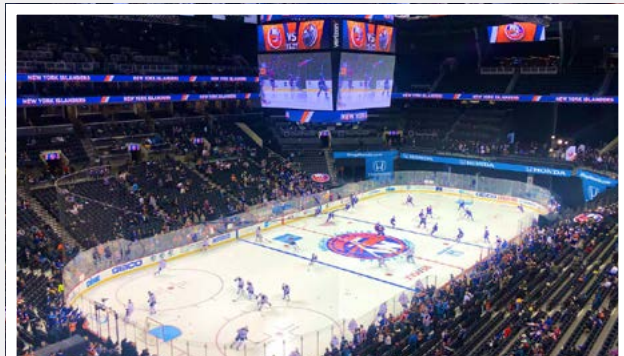
Fashion and art students from Years 10 to 13 thoroughly enjoyed a week in New York City – surrounded by art, fashion and culture.

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





GREENSHAW HIGH SCHOOL 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





OUR IMPACT ON THE WORLD

In recent assemblies, students from Year 8 and Year 13 have been raising environmental awareness. Harriet, Isobel, Jahzarrah, 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 10 ASSEMBLIES – SPRING TERM

19th March – Holocaust Memorial Day 2019

2nd April – Making our mental health better

KEY DATES – YEAR 10

Parents' evening	14th March	May half term	27th May to 31st May
End of spring term	5th April	End of summer term	23rd July
Start of summer term	23rd April		

SUTTON COUNCIL TO CELEBRATE HINDU AND BUDDHIST NEW YEAR

Sutton Council will officially celebrate the Hindu and Buddhist new year for the first time at Stanley Park High School, on Sunday 14th April, 5.30pm.

The full council agreed an amended motion by Councillor Param Nandha on 28 January to promote all major festivals of main religions as notified to council.

Councillor Param Nandha said: "I am delighted Sutton Council has adopted this motion. In this difficult time of division in our nation and communities, it is a well timed

chance to celebrate another nation's faith and culture, and to reinforce the values that all parties in our borough have been proud to support and proclaim.

"Our differences, and the opportunities arising from them, bring us closer together and bring us a better understanding of ourselves as Suttonites, Londoners and as Brits."

Local schools and local community groups will be contacted to promote the events.





YEAR 10 CONTACT LIST

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10KA: Miss K Armstrong – karmstrong@greenshaw.co.uk
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You can download it from the app store on your phone or tablet.

