



AN UPDATE ON YEAR 9...



Year 9 students have continued to demonstrate a positive work ethic and excellent attitude to learning. This is particularly apparent when we have visited lessons to see the students' efforts in a wide variety of subjects. This is particularly pleasing and encouraging, as this clearly shows the substantial and varied skill sets that your children have to demonstrate regularly at Greenshaw.

Year 9 subject reports

Parents and carers will have recently received student reports, which are available online on FROG. Included in the report is a range of information, starting with the attitude to learning grades judged by the teachers of your child. These grades (A-D) are not a grading of attainment, but simply a reflection of your child's effort, engagement and application in their subject areas. The grading criteria is included below and I would suggest it would be pertinent that you refer to this.

In addition, the report indicates the performance level for your child in recent summative assessments for each subject area; such as the raw test score and the range of scores that the school would expect your child to achieve at this stage in their GCSE career. It is expected that all students have a conversation with their parents/carers over the coming days about any positive areas of the report and any parts that can be improved. An example of this might be that your child's attitude to learning grade in Maths is a B. If this is the case, please look over the grading criteria included below and discuss how this can be improved over the next term. Please also correlate the attitude to learning grade and the test scores and ascertain if there is a pattern with certain subjects. The year team, as well as your child's tutor, expect that your child will make significant progress with this over the coming weeks.

Mr Clarke (Head of Year 9) and Ms Angell (Deputy Head of Year 9)

Grade	Criteria	Typical characteristics include:
A	<p>Always (in every lesson)</p> <ul style="list-style-type: none"> Shows respect to staff and students Arrives on time Remains focused Ready to learn Do as asked first time 	<ul style="list-style-type: none"> Listening and responding during discussions Persevering with learning before asking for help Responding to feedback in class and from home learning Taking pride in quality of work produced Asking questions that promote thinking Showing a keen interest in the subject outside of lessons Speak with confidence in sentences
B	<p>Mostly (in almost every lesson)</p> <ul style="list-style-type: none"> Shows respect to staff and students Arrives on time Remains focused Ready to learn Do as asked first time 	<p>Typical characteristics include:</p> <ul style="list-style-type: none"> Offering contributions to discussions Persevering with learning before asking for help Responding to feedback given in class Doing more than the minimum expected Volunteering answers Learning and finding out things outside of lessons
C	<p>Regularly (in more lessons than not)</p> <ul style="list-style-type: none"> Shows respect to staff and students Arrives on time Remains focused Ready to learn Do as asked first time 	<p>Typical characteristics include:</p> <ul style="list-style-type: none"> Making contributions in discussions when prompted Doing the minimum work expected Making improvements when directed Answering questions in lessons when asked Asking questions to clarify understanding
D	<p>Infrequently (in the minority of lessons)</p> <ul style="list-style-type: none"> Shows respect to staff and students Arrives on time Remains focused Ready to learn Do as asked first time 	<p>Typical characteristics include:</p> <ul style="list-style-type: none"> Opting out of answering questions Regularly asking for help too quickly Doing less than the minimum expected





SUBJECT FOCUS – ENGLISH

A prominent part of each newsletter is a subject focus, which provides information and key content for specific subjects which are studied by our students. This issue, we would like to focus on English:

Year 9 students have recently received feedback on the World War 1 essays that were completed in January. This was a challenging task in which students had to connect ideas across a range of different writers and texts. Staff have commented on how impressed they were by the quality of the essays, as well as the amount of independent study that took place in preparation.

This essay, by Abisha in 9ABD, was judged to be the best essay in the year group. Congratulations, Abisha.

R.C Sheriff has first-handedly experienced the war, and he shows the audience how men were supposed to act. Stanhope is one of the characters and he is seen as a very manly figure, and was idolised by other young soldiers in his company. He says that soldiers have to "stick by it" and that it is the "only decent thing a man can do." This highlights the fact that in order to be seen as brave and manly was to not show any signs of fear, or else you will be labelled as a coward by the public.

Horror was not shown through the gun fires or violence, it was shown through the results of violence, and the constant waiting. In Journey's End, Hibbert is a prime example of the results of war because his attitude towards fighting highlights the expectation that men have to stick it out when faced with terror and depression. Every little sound makes each and every soldier terrified and they "are just generally waiting for something to happen." This illustrates the fact that the war was a big mental strain on all the soldiers fighting and that even if they could not deal with it they still had to because desertion was seen as a cowardly thing to do to the public eye and it would bring

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>





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 9 ASSEMBLIES – SPRING TERM

- 20th March – Holocaust Memorial Day 2019
- 3rd April – Making our mental health better

KEY DATES – YEAR 9

Examination dance evening	21st 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 9 CONTACT LIST

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- Head of Year:** Mr M Clarke – mclarke@greenshaw.co.uk
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 9ABD: Miss A Bednarz – abednarz@greenshaw.co.uk
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JOIN US ON TWITTER AND FACEBOOK!



You can find us on Twitter @greenshawhigh



Or find us on Facebook @GreenshawHigh

AND DON'T FORGET THE GREENSHAW APP:

You can download it from the app store on your phone or tablet.





ACTIVITIES OUTSIDE SCHOOL

EPSOM & EWELL **Bourne Hall** *Ashted Park garden centre*

Herald of Spring



The Great Super Heroes fancy dress competition!
Come dressed as a super hero and win a prize!
There are three age groups up to 5, 6 to 9 and 10 upwards
Amazon gift vouchers as prizes 1st £30 2nd £20 and 3rd £10
All entrance will get a prize
The competition will be judged at 2pm

Saturday 9 March, 9.30am - 5pm, Bourne Hall
Free entry!

What's On In My Town **HOBLEDOWN** **BETTER** *the best good place* **The Close Up Show** **Bourne Hall Museum Kids Club** *bringing history alive*

EPSOM & EWELL **Bourne Hall Museum Kids Club** *bringing history alive* **Bourne Museum Hall**

Saturday 23 March 2019
1pm to 2.30 pm



The Legions of Rome march into Ewell - enforcing the rule of the Empire. Discover what it was like to be a Roman soldier, having to serve for 25 years before receiving your generous pension - if you survived!

Learn about the weapons and tactics that made the Legions so effective and so feared. Enjoy listening to tales from a legionary of how he trained and fought, and see all his armour and equipment.

£5 per child (includes 1 accompanying adult)

Ruthless Romans

we love kids in museums Further information available from David Brooks, Bourne Hall Museum, Spring Street, Ewell, Surrey, KT17 1UF. Tel 020 8394 1734 Email dbrooks@epsom-ewell.gov.uk <http://www.epsomandewellhistoryexplorer.org.uk/BourneHallMuseumClub.html>

Music FOR ALL *MAKING MUSIC CHANGES LIVES* **Sutton Music Centre** **Sainsbury's**

FREE TASTER MUSIC LESSONS

LEARN TO PLAY DAY **ORGANISED BY UK MUSIC CHARITY MUSIC FOR ALL**

SAT 23 MARCH
SAINSBURY'S STORE
HIGH STREET, SUTTON **11AM-4PM**

suttonmusic.co.uk

SUN 24 MARCH
SUTTON MUSIC CENTRE
35 ST NICHOLAS WAY **11AM -4PM**

musicforall.org.uk


