



# Christmas Newsletter 2022

## Head Teacher's Message



Welcome to our latest edition of our newsletter. Another busy term which is great with pupils exploring wider learning opportunities both in and out of the school. As usual if you have any concerns, please don't hesitate to get in touch. We wish you all a very Happy Christmas and all the very best for 2023.

MERRY  
*Christmas*



We believe that no good food should go to waste  
We redistribute surplus food to charities that turn it into meals.

At Larches, we work with FareShare to provide food parcels for families in **need**.

**Reminder:** - Don't forget to text us by 3.30pm on a Tuesday if you need a food parcel. If we are able to fulfil the request, we will contact you with a time/day to collect your parcel from school.



## DESIGN AND TECHNOLOGY

### KS3

The first project this year was quite well received, 'Desk Organiser'. Designs ranged from traditional holders for pens and stationery to ones that were more suited to holding laptops or game controllers and headphones etc.

Both traditional crafting and CAD (and the mixing of the two) were welcomed for this project, allowing pupils to really try to 'mix up' the design approach, instead of just doing the one type.

A good amount of hand building was used by most, mainly MDF with glued and drilled joints, requiring the use of filler and detailed sanding to produce a suitable finish. Some did use CAD to produce models for the laser cutter to create more uniformed constructions.

Quite a few pupils managed to complete the first project to the required timescale and after half-term, have moved on to the next project, design a 'Bat-Box'.

Ecological considerations needed to be considered with this project. Timber treatments, suitability of design for the occupants etc. Again, I was trying to mix up styles for this project, encouraging the use of the laser cutter with rough sawn timber, which is not its standard use. This is beginning to produce some very interesting designs and is producing an effect similar to 'pyrography'.



Desk organiser by Kel H



Bat Box by Reo J



## DESIGN AND TECHNOLOGY

### Y10

Both groups have been working on creating 'Automata' for 'The Natural History Museum London'. It has quite a lot of technical considerations due to the mechanisms required and the requirement for it to be something that would retail for a specific price.

Various funny creatures riding on motorbikes seems to be a popular theme for some reason?

### Y11

All started on 'Magnify, miniaturise and modify' project (from a previous exam question). Some very interesting takes on this topic. Salt & Pepper shakers (Planet Earth & the Moon), a hidden fairy 'glade' in a mini wooden box, make up brush holders in the shape of geodes and crystals.



Dragon model by Kelsie K.



## PHYSICAL EDUCATION

Since summer 2022, the PE department has undergone a number of changes, with the aim to enhance pupil progression and engagement through afterschool clubs and fixtures. This has been enhanced by the Larches PE department now being the central hub for other PRUs in Lancashire again for the second year.

The PE department has now successfully joined alliances with other PRU schools in the North West to enhance pupil progression and opportunities. Alongside this, a stronger connection with local sporting teams and companies has now been established to enhance both male and female participation levels:

- ◆ Burnley School sports partnership.
- ◆ Dallaglio Rugby.
- ◆ Myerscough Basketball Academy.
- ◆ Mini Medics course completed with KS3 pupils through Active Lancashire.
- ◆ Manchester United Football Club

### Upcoming Fixtures/Events

- ◆ Netball 15th November 22 11 - 1 pm at Hyndburn Leisure Centre (females)
- ◆ Table Tennis 1st February 23 1030-1 at Hyndburn Leisure Centre (KS3, 4 and females)
- ◆ Dodgeball 22nd March 10am- 1pm Hyndburn Leisure Centre (KS3 and females)
- ◆ This Girl Can Festival 25th May 23 Venue TBC but Burnley based 10 - 130pm (females)
- ◆ Outdoor ED day - 20th June 23 all details TBC



## PHYSICAL EDUCATION

### GCSE PE

This term GCSE pupils have developed their theoretical knowledge within a number of topics.

- ◆ Physical, Social, Mental health.
- ◆ Lifestyle Choices.
- ◆ Short term effects of exercise.
- ◆ Lever Systems.
- ◆ Planes of movement and Axes of rotation.

Through the autumn term pupils have completed a block of lessons on the following activities;

- ◆ Badminton
- ◆ Table Tennis
- ◆ Basketball
- ◆ Fitness

### Core PE

During the autumn months all pupils have explored a variety of sports through until the end of term.

Core Practical Physical Education	Autumn Term 1	Autumn Term 2
KS3	Week 1-3 Badminton Week 4-6 Basketball	Week 1-3 Health and Fitness Week 4-6 Hockey
KS4	Week 1 – 3 Table Tennis Week 4-6 Basketball	Week 1 -3 Badminton Week 4-6 Health and Fitness



## HAIR AND BEAUTY

The Hair and Beauty Department has a new Teacher this Autumn Term who is really keen to ensure that pupils will achieve at least a Beauty Level 1 Award at the end of their 1<sup>st</sup> year of study.

In Hair and Beauty this year so far students have been learning to explore the skills and behaviours needed to meet personal progression goals. They have been researching the steps required to achieve this. The students have explored the different opportunities that are available to 16+ students and the qualification that are needed to progress onto a career path. They have also identified their own career goals and created a plan to meet those goals. The students have enriched their skills and behaviours and will continue to do this through the course.

The year 11 students have also been completing practical sessions which involved:

- ◆ Creating 2d and 3d nail art designs on paper
- ◆ Transferring these designs onto artificial nails
- ◆ Creating nail art designs.
- ◆ Use of Hot tools to style hair.



The year 10 students have also been completing practical sessions which involved:

- ◆ Use of hot tools to style hair.
- ◆ Wash and blow dry hair.
- ◆ How to carry out a basic facial treatment.







## DRAMA

The KS3 Drama curriculum continues to cover a breadth of performance and theatre skills that reflect job opportunities in the performing arts.

Students began the academic year by studying the main drama skills and techniques that are used in performance and how they create different effects for the study of a play, character and the audience. The first assessment was to create a performance / storyboard interpretation of a poem / story / song using the techniques of freeze frame and conscience alley. This year's focus was Hamilton, an American musical. Students enjoyed the use of rap, gospel and dance to reflect a 1776 historical context.



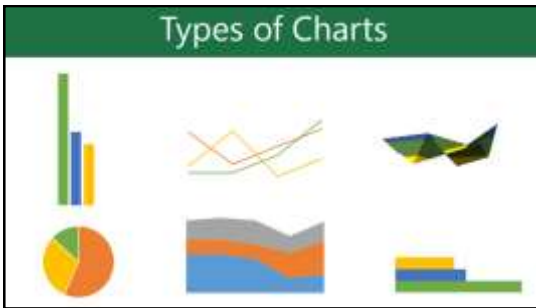
The focus of study continued with the purpose of masks in Drama: performing in, wearing, non-verbal forms of communication and showing emotion in a mask. The focus of assessment was to create a mask design / model based on the study of Japanese Noh theatre, or Nohgaku (能楽) and write an evaluation of the techniques and styles used in the design. Students embraced the chance to design a Hannya (enraged evil spirit), Namahage (New Year spirits) and a Kitsune (mischievous fox/cat) mask design so far.





## MATHS

It has been a busy start to the new academic year in the Maths department. The pupils have worked hard to get through the content for this term. Staff have been working closely with the pupils to support their learning. Well done to everyone involved!



This term Key stage 3 classes have been exploring a range of topics, firstly we looked at how we can use estimation to simplify complicated calculations before giving answers. This included rounding to one and two decimal places and

significant figures. We investigated the history of metric and imperial units and how both are used in British culture, and which units of capacity, weight and length would be the appropriate ones to use. Student's enjoyed figuring out the reasons why we use imperial measurements for older things and metric measurements for newer. We also looked at the many different ways you can present data, in bar charts, pie charts, stem and leaf diagrams and more. We explored the advantages and disadvantages of each of these and the different averages you can take from each way of showing data.




	METRIC	IMPERIAL
Length	millimetre, centimetre, metre, kilometre	inch, foot, yard, mile
Mass	milligram, gram, kilogram	ounce, pound, stone
Capacity	millilitre, centilitre, litre	pint, gallon





## MATHS

This term has seen the year 10 pupils learning about a variety of topics of which some are new and others that build on prior learning. The students have consolidated their learning on rounding to decimal places and significant figures. They have also built on this by truncating numbers to a varying degree of accuracy and identifying and interpreting upper and lower bounds. We have developed the learning in some algebra topics including forming an expression to show the area and perimeter of 2D shapes. The students have also had the opportunity to delve deeper into topics such as collecting data and averages and problem solving with percentages from a worded context. They have also learnt how these topics are used in real life situations.

Formula of some Basic Shapes			
SHAPE	NAME	AREA	PERIMETER
	RECTANGLE	$h \times b$	$2 \times (h + b)$
	SQUARE	$a \times a$	$4 \times a$
	TRIANGLE	$\frac{1}{2} \times h \times b$	$a + a + b$

Year 11 pupils have made a great start to their final year and are on track to complete the GCSE course. After the Christmas break, they will have the opportunity to attend revision classes taking place at the end of the school day. They will be preparing for the upcoming summer exams by going through topics that need revisiting for that final push to achieve and exceed their target grades. This term has seen Year 11 pupils learn about several topics including how to factorise quadratic equations, calculating averages from frequency tables, solving ratio problems from a worded context, solving simultaneous equations and applying Pythagoras' Theorem.

Maths Department



## ART AND DESIGN - KS4

### Year 10

Year 10 have started their first major GCSE project in which they are looking at the topic of Portraits. The students must follow the art and design process in this project by researching the work of artists, experimenting and developing their ideas and linking their own original work to famous portrait artists such as Françoise Nielly and Shepard Fairey.



In addition, year 10 will be expanding their skills by completing skills workshops; hopefully students can now include these techniques within their own personal responses.

### Year 11

Year 11 continue to produce work for their final portfolios and it is brilliant to see work being completed at home too; demonstrating the determination and motivation that our students can show! The exam board will issue the external exam in January which will be followed by approximately 6 weeks of prep before the timed exam.





## ART AND DESIGN - KS3



### POP ART

Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s.

We have looked at the Pop Art movement at KS3, year 8 have explored the work of Roy Lichtenstein through painting modern day themes in the style of Lichtenstein.



Year 9 have been working in 3D, constructing models based on the theme of Food; this work was inspired by another Pop Art artist called Claes Oldenburg who created public sculptures. This project really did allow students the opportunity to choose very different models to construct and lots of skills were developed such as drafting a net template, using modroc and applying paint and lettering to their models. The final sculptures included crisps, chocolate bars, biscuits and ice-cream- enough to make you hungry!!





## ART AND DESIGN - Year 11 Leavers

All Year 11 pupils completed their portfolios in May this year and the moderator visited in June, he commented on the excellent personal responses shown by our students and all students passed the exam with some pleasing results. Hopefully, these GCSE results will enable our ex-pupils to select the appropriate training or employment.



## FOOD TECHNOLOGY

This is a very busy time for our year 11 students as they are planning and preparing to make their Christmas cakes which they are very excited about. Other students are making festive biscuits to hang on their Christmas trees. We are looking forward to seeing the end results and posting our photos in the next newsletter.

As always we are trying to encourage cooking at home with our food boxes. Due to staff shortages we have been unable to deliver these, however some parents/carers have come to collect them. We will keep you informed of any changes to the current arrangement.



Cinnamon Swirl  
Apple Pie





## ENGLISH

In our ongoing partnership with Edge Hill University, we took 15 of the Year 11s to see a live professional theatre production of 'A Christmas Carol' on Friday 18<sup>th</sup> November 2022 at Edge Hill University Arts Centre. We had lunch in the Edge Hill cafeteria beforehand, and were treated to a lovely rendition of Beethoven and Chopin from Ashton Innes in Year 11 on their 'piano for all'. The performance of 'A Christmas Carol' was a valuable experience for the Year 11s and ties in well with the GCSE English Literature course as it is a set study text.



## READING WEEK



We are having a dedicated reading week in school during the week beginning 5<sup>th</sup> December. Pupils will be reading a variety of different texts across all subjects and responding to what they have read.

Pupils are encouraged to visit the library and choose a book to bring home and read. We have a well-stocked and up to date library which is full of interesting and exciting novels!



## MEDIA STUDIES

At KS3, students have been studying advertising and looking at the way adverts represent gender, age and class. For instance, they have looked at Fairy Liquid adverts from the 1970s, 1900s and 2022. They have been looking at the way that the product is presented to the audience and how it tries to appeal to the audience. We have looked at colour and emotions and investigated connotation and denotation.

Since half-term this year, they have been looking at film – the types of genre available and what makes a genre unique. There is a focus on Sci-Fi for this module and texts studied have included Terminator, Aliens, Dr Who and The Simpsons. The current focus (for our B curriculum) is 'War of the Worlds'.

In 2023, we will have four students sitting GCSE Media Studies.

Here is an example of last year's magazine entries:







## GCSE HISTORY

This term, the Year 11 GCSE group have been fortunate to have visited two museums linked to this term's topic:

Thackery Museum of Medicine, Leeds, where pupil looked at Medicine through time, 1250 – present and The British Sector of the Western Front, 1914-18: injuries, treatments and the trenches.

In October we went to the Imperial War Museum North in Manchester. It was a thought provoking day with students looking at the medical innovations during World War 1.

The visit also supported another topic on the exam paper, Weimar and Nazi Germany 1918-1939.

### Imperial War Museum North



A sample display of the poppies from the Tower of London.

A display of suitcases to represent displacement in war



An early prosthetic developed during WW1

### Thackray Museum of Medicine, Leeds.



Medical innovation in response to new forms of injuries WW1

An early artificial leg



Recreation of a narrow Victorian street in Leeds



### ENERGY SAVING TIPS

- ◆ Switch off plugs instead of leaving on standby
- ◆ Washing clothes – make sure it's a full load (colour catchers are great) – try lowering the water temperature
- ◆ Kettle – Only boil the amount of water you need / Use gas hob to boil water
- ◆ Cooking – Leave the oven door open once you've finished cooking, this will help heat your kitchen



### Heating

- ◆ Put tin foil on the wall behind your radiator (backed with cardboard) to reflect the heat back into the room
- ◆ Open curtains/blinds during the day to let the sunlight in and close again in the evening
- ◆ Block up any gaps around windows/doors and use draught excluders
- ◆ Turn the thermostat down by 1 degrees (put an extra clothing layer on)

## CHRISTMAS COLOURING





## INTERVENTIONS

This term the intervention team have been working with pupils to provide additional support in a number of different areas which include behavioural, speech and language, learning needs and ELSA (Emotional Literacy).

Elsa is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

At Larches we have a qualified emotional Literacy support assistant who has been trained by an educational psychologist to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of work with ELSA is delivered on an individual basis.

In ELSA we aim to provide support for a wide range of emotional needs which include

- Recognising and understanding emotions
- Building self esteem
- Social skills
- Friendship skills
- Anger and behaviour management
- Loss and bereavement
- Relaxation techniques
- Transition/ change



We have also been working on targeting areas on the do it profilers.

The Do-IT Profiler assesses numeracy, literacy, study skills, study trends and a range of other competencies in students. The online tool allows CDETB to assess the educational needs of learners from a literacy and numeracy perspective as well as from a social and emotional perspective. The intervention team then support pupils in any areas of need.



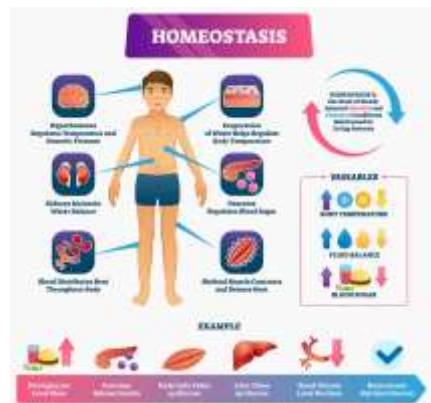
## SCIENCE—KS4

### Year 11

In year 11, we have covered topic B5 Homeostasis which looks at how you keep the conditions inside your body steady. This study includes; the human nervous system, hormonal coordination in humans which is covered in Biology.

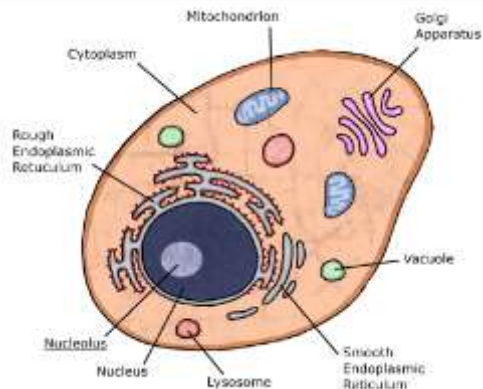
In chemistry, we have done topic C6 “The rate and extent of chemical change.” We investigated factors that affect the rate of chemical reactions and more.

We are currently studying topic P5 - Forces in Physics.



### Year 10

In year 10, we started with the building block of life: Cell biology, Cell division and Transport in cells. We are rounding up topic C1 Atomic structure and the periodic table in chemistry, we would be moving on to topic P1 Energy in Physics next.

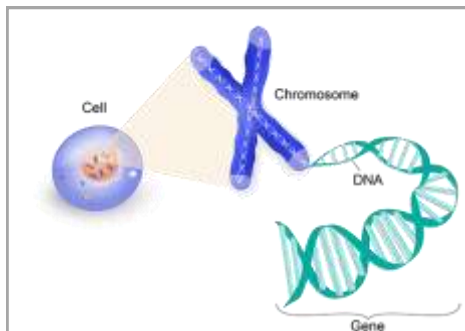




## SCIENCE—KS3

### Year 9

In year 9, we have done the following topics; Genetics – variation, evolution and inheritance within Biology. We have also explored different Waves, such as; light waves, sound waves, properties of waves, wave effects and the uses of waves in Physics. Lastly, the periodic table, trends in metals, non-metals and groups and chemical symbols of common elements in chemistry.






### Year 8

We have covered the following topics; Investigative skills, how to plan and carry out an investigation. Firstly, exploring Space, such as; gravity, mass, weight, the universe, days, night, years, seasons. In chemistry we have done atoms, elements and compounds and an Introduction to the periodic table.

### Year 7

We have covered the following topics; Introduction to investigation, scientific thinking, asking scientific questions we are currently studying Matter – particle model, Solid, Liquid and Gas. Next, we would be studying the unit cells the building block of life.

Solid	Liquid	Gas
✓ Definite shape	✗ Definite shape	✗ Definite shape
✓ Definite volume	✓ Definite volume	✗ Definite volume
✓ Definite mass	✓ Definite mass	✓ Definite mass
✓ Close particles	✓ Close particles	✓ Particles far apart
✓ ↓ kinetic energy	✓ ↑ Kinetic energy	✓ ↑ Kinetic energy
		





## PSHCE

### Provider Access Fair

In November we invited a number of local Further Education Providers into school to speak to the Year 11 and Year 10 pupils. They were able to answer any questions regarding applying for courses, course suitability and future careers.

Also invited was a representative from ASK Apprenticeships who was able to speak to those pupils interested in applying for apprenticeships after leaving school.

This term Year 11 pupils have been focusing on developing their career plans. We advise that pupils apply for a college place as soon as possible so they can focus on exam preparation after Christmas.



A huge thank you to those who came to support our pupils:

- ◆ ASK Apprenticeships
- ◆ Myerscough College
- ◆ Preston's College
- ◆ Preston North End Community and Education Trust
- ◆ Preston Vocational Centre





# BBC BITESIZE

## Get revising: Tips on how to be efficient when revising

It's easy to get distracted when you're revising... you might be tempted to check your socials, catch up on a boxset or hang out with your friends – then before you know it, it's time for bed! But organising your day can really help.

Here's some tips on how to revise effectively, get organised, stay healthy and set some goals to help keep you on track with your revision.

### TIME MANAGEMENT TIPS ON HOW TO BE EFFICIENT

- STAY ORGANISED**  
CREATE A REVISION TIMETABLE AND A TO DO LIST TO KEEP YOU ON TRACK WITH SCHOOL WORK AND REVISION.
- TRY NOT TO PROCRASTINATE**  
TURN OFF THE TV AND PUT YOUR PHONE ON FLIGHT MODE WHILE STUDYING.
- SET GOALS**  
SETTING GOALS WILL HELP YOU STAY FOCUSED WHEN REVISING.
- STAY HEALTHY**  
EAT WELL AND EXERCISE. ENERGY LEVELS WILL BE HIGHER AND YOUR MIND WILL BE MORE FOCUSED.
- TAKE BREAKS**  
DON'T FORGET TO SCHEDULE BREAKS. THIS COULD BE TAKING A WALK, STRETCHING OR MAKING A DRINK/SNACK.
- BE FLEXIBLE**  
LEAVE ROOM IN YOUR SCHEDULE TO ADJUST TO UNEXPECTED EVENTS.

Courtesy of: <https://www.bbc.co.uk/bitesize/>



# Christmas Word Search

N S W J P K K C A N D L E J G  
 H A A X M U U P I T J J G J I  
 O S N O W F L A K E P W L M N  
 L Y L L O H Z S T O C K I N G  
 I M I S T L E T O E S R Y R E  
 D R E V L I S J I N G L E H R  
 A O N N C T N E M A N R O T B  
 Y D T W X G P E L O N O T A R  
 E E R T A R N B O B H K U E E  
 E R B D E T E A R G M O V R A  
 R O R S S L N A M E R E H W D  
 W A E X L A T A R W R E Y O J  
 C N N S W S O R S C O Z E W H  
 T L D R L N Y Z B H P N Y N U  
 I T H E C H R I S T M A S C G

CHRISTMAS STOCKING  
 HOLLY JOY  
 ORNAMENT MERRY  
 MISTLETOE CARD  
 GREEN PRESENT  
 RED BOW  
 SILVER SNOWFLAKE  
 BELLS TREE  
 JINGLE GINGERBREAD  
 HOHOHO WREATH  
 STAR SNOWMAN  
 SANTA CANDLE  
 HOLIDAY



## SCHOOL COUNCIL

This term the school council have consulted on the Anti bullying and Behaviour policies and discussed ways behaviour expectations can be shared with new and existing pupils around school. Council members helped staff design posters to display around school.



The group choose a local charity to benefit from the end of term non uniform day and agreed a local charity should benefit. They chose Rosemere Cancer Foundation based at Royal Preston Hospital.



## Fantastic Attendance!



**11L - Kara N**  
**11L - Amber H**  
**11L - Chloe CS**  
**10E - Paris F**  
**KS3S - Reo J**  
**KS3H - Kel H**  
**11R - Noah Y**  
**11A - Lewis N**  
**11A - Spencer RW**  
**KS4O - Adam K**

### Effective School Attendance Improvement and Management

**PREVENTION** of poor attendance through good whole school attendance

**EXPECT**  
 Agree to high standards of attendance from all pupils, parents/carers and build a culture where all can and want to be in school and ready to learn by practising attendance improvement across the school.

**ALL PUPILS** Developing good attendance patterns through effective whole school approach to attendance (including half termly data collection, form time & student meetings).

**MONITOR**  
 Regularly use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

**PUPILS AT RISK OF POOR ATTENDANCE** Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern. (Latecomer letters, meetings with parents/carers)

**LISTEN AND UNDERSTAND**  
 When a pattern is spotted, discuss & meet with pupils, parents/carers to listen to understand barriers to attendance and agree how all parties can work together to resolve them.

**PUPILS WITH POOR ATTENDANCE** Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing

**EARLY INTERVENTION** to reduce absence before it becomes habitual

**FACILITATE SUPPORT**  
 Remove barriers in school and help pupils and parents/carers to access the support they need to overcome the barriers outside of school. This might include an early help or wider family plan where absence is a symptom of wider issues.

**FORMALISE SUPPORT** Where absence persists and voluntary support is not working or not being engaged with. Larches will work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervisor.

**TARGETED** reengagement of persistent and severely absent pupils

**PERSISTENTLY AND SEVERELY ABSENT PUPILS**  
 Put additional support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils.

**ENFORCE** Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

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## Useful External Agency Contact Numbers

Action for Elder Abuse—0800 069 9784

Childline—0800 1111

CRUSE Bereavement—0808 808 1677

Food Bank—0808 208 2138

Mindsmatter—01772 773437

National Domestic Abuse Helpline—0808 2000 247

NHS—111

NHS COVID Helpline— 119

The Samaritans—116 123

Victim Support—0808 168 9111

**Contact Number for Christine Mitchell (Head Teacher)—  
07967630212**

## Important Dates for your Diary

Monday 12th December—Parent/Carer event 2.30pm—4pm

Wednesday 14th December—Xmas Jumper Day—Finish at 12.45pm

School Closes for Christmas @ 1pm on **Friday 16th December**

School reopens to students on **Wednesday 4th January** at 8.55am

Mid Term Closure = Monday 13<sup>th</sup> February – Friday 17<sup>th</sup> February  
2023 (inclusive)

**Please contact Family Support on 01772 792412 for details of our  
New Year Parenting Programme**