

HAPPY EASTER



LARCHES
HIGH SCHOOL

Easter Newsletter 2023



Head Teacher's Message

Welcome to our Spring Newsletter outlining everything we have been up to over the last term... As you can see we have been very busy. Year 11's completed mock exams and are now engaging really well with after school revision classes. If your child is not

already attending, please encourage them to come along. We have had a lot of success in external sporting competitions, and are now Dodgeball Champions and are close to winning the football league, well done to all involved. I am sure you will add to my thanks to all staff for their hard work. Wishing you and your family a happy and relaxing Easter break.

King Charles III Coronation

It has been announced that there will be a one-off bank holiday on Monday 8 May 2023 to mark the coronation of His Majesty King Charles III therefore Larches High School will be closed on that day.



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PHYSICAL EDUCATION

GCSE PE

This term GCSE pupils have complete their filming aspect of the course. All pupils have been working extremely hard in lessons to complete the filming of 3 sports. GCSE pupils are now enhancing their knowledge around the Cardiovascular and Respiratory Systems.

Through the spring term pupils have completed a block of lessons on the following activities:-

- ◆ Badminton (GCSE filming)
- ◆ Table Tennis (GCSE filming)
- ◆ Basketball
- ◆ Football (GCSE filming)

Core PE

During the Spring term all pupils will participate a variety of sports through until the Summer term.

Core Practical P.E	Spring Term 1	Spring Term 2
KS3	Week 1-2 = Table Tennis Week 3-4 = Basketball Week 5-6 = Fitness	Week 1-2 = Football Week 3-4 = Hockey Week 5-6 = Fitness
KS4	Football x2 Weeks Fitness x2 Weeks Badminton x1 Week Basketball x1 Week	Softball x 1 Week Rounders x3 Weeks Tennis x2 Weeks



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SPORTS REPORT

Larches has now taken part in the first and second round of football fixtures this year for both KS3 and KS4. Currently KS3 are sitting in 2nd place and KS4 in 4th place.

Below in green are the upcoming sporting activities Larches will be participating in alongside the football fixtures.

- ◆ 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) (Re arranged due to strikes)
- ◆ 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



Dodgeball Champions 2023



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HAIR AND BEAUTY

In Hair and Beauty this term, the year 11s are completing the Nail Art Module and completed some beautiful 3D designs on nails. They have used gems, glitter, sequences to create nail art designs. Together with this they have learnt how important customer consultations, customer care and feedback is in performing nail treatments, and incorporated this when working with each other. They have learnt how to use products in a safe manner, how to handle them and perform treatments in a safe and hygienic manner. All the students have worked extremely well completing tasks to a good standard with good understanding of the safe working practices, including P.P.E.



Year 10s have been doing the facial module this term carrying out facials on each other in class. They have researched skin treatment products and learnt the steps on how to prepare and carry out a facial. They have knowledge about the importance of PPE (personal protective equipment), safe and hygienic practices in the salon, the importance of personal presentation and hygiene, about sterilisation and sanitation. They have also learnt about certain laws and how these are a necessary requirements of insurance when working in a salon environment.



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MEDIA STUDIES

This term, Key Stage 3 have been looking at lifestyle magazines and exploring how they appeal to their target audiences. It's an interesting topic because magazines are not part of their daily lifestyle so they have had to explore what techniques magazines use to draw in an audience. We have looked at the psychology of colour, manipulation of imagery (especially photo-shopping) and the use of layout.



Key Stage 4 have been looking at examination content including analysis of 'The Archers' and the industry that is the BBC. They have also explored two music videos, Katy Perry's 'Roar' and Bruno Mars' 'Uptown Funk'. The areas looked at were representation in the videos (race, class, gender) and how that music industry supports an artist through marketing and multi-media platforms.



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ENGLISH

KS3

The KS3 pupils have continued to respond well to the new three year KS3 curriculum. They particularly liked studying the Dystopian Fiction unit; pupils produced some fantastic empathetic pieces of work, writing as a character from either 'The Hunger Games' by Suzanne Collins or 'Miss Peregrine's Home for Peculiar Children' by Ransom Riggs. Pupils also enjoyed creating their own dystopian, and in a more positive mode, their own utopian worlds. We also studied extracts from '1984' by George Orwell and created some really successful pieces of narrative writing.



This half term, we have embarked upon the Autobiography/Biography unit, and they have been analysing the structural and language features, looking at Greek roots of words, and will be writing their own biography of a chosen person.



Year 10

Year 10 have been busy creating pieces of transactional writing as per their curriculum plan and there have been some excellent submissions.

*Transactional writing is **non-fiction writing that intends to communicate information between individuals or groups.** Non-fiction texts include (amongst others): magazine articles. travel writing. obituaries.*



HAPPY EASTER

ENGLISH

Year 11

Year 11 have been entered for their terminal exams. GCSE English Language is on offer to most pupils, as well as GCSE English Literature being offered depending on their attendance. Lord of the Flies, Macbeth and A Christmas Carol are the set texts. Mock exams are planned for the week commencing 6th March. Since February half term, after school revision sessions have been regularly attended.



From 27th March, the English department will be carrying out the GL Assessment reading age tests in English lessons across the school - one per term.

This term we have had a trainee teacher in the English Department – Shannon Wright - from Edge Hill University, who has successfully completed her 'B' placement with us. We wish her well in her future

FOOD TECHNOLOGY

This term Yr 10 and 11 have been busy planning and practising our dishes for their practical assessments at the end of April/ early May. The students have produced some fabulous dishes and we are confident that they will do well in their final assessments. Good luck everyone!!!



HAPPY EASTER

MATHS

The spring term has been another busy one in the Maths department. The scheme of work for each year group has had a makeover, and is now in the form of a road map. Pupils are able to view this in the front of their exercise books. This also means that pupils know where they are up to on their personal journey in maths.

KS3

The key stage three groups have been learning about a wide variety of topics. We started with ratio. When simplifying ratios students were able to see how similar this was to simplifying fractions, and then went on to converting from the part to part model of ratio to the part whole model of fractions. After looking at substituting terms into algebraic expressions we saw how to calculate the size of missing angles in regular and irregular polygons, using the amount of sides to find what the sum of the angles should be and subtracting all known angles to find the missing angle. Sequences was a unit that students enjoyed, as we explored the rules that let us predict what happens next. This is not always with just numbers, student's pointed out that their school days for instance followed a sequence. Students in KS3H predicted what lesson they would have on a day months and years into the future by using the rule of their own timetables. This shows the creativity that each of the students possesses. As we move towards the end of the term students in KS3C noticed a pattern in the units. Where a concept would be introduced in one unit then explored fully in another.

Arithmetic Sequences

Arithmetic sequences are ordered sets of numbers that have a **common difference** between each consecutive term.

If we **add** or **subtract** the same number each time to make the sequence, it is an arithmetic sequence.

Example
4, 7, 10, 13, 16, ...
+3 +3 +3 +3 +3

Example
5, 4, 3, 2, 1
-1 -1 -1 -1

Image Courtesy of: <https://thirdspacelearning.com/>



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MATHS

YEAR 10

This term has seen the year 10 pupils engage in work that includes some algebra topics ranging from solving equations that involve negative numbers and brackets, substitution and manipulating formulae. This has helped some pupils consolidate prior learning and overcome misconceptions, as well as develop pupil understanding further. The students have also had the opportunity to delve deeper into topics such as Pythagoras' theorem and trigonometry - working out the length of missing sides and the size of angles of right-angled triangles. They have learnt how these topics are used in real life situations.

Pythagoras' Theorem

Pythagoras' Theorem states that the square of the longest side of a right angled triangle (called the hypotenuse) is equal to the sum of the squares of the other two sides.

Pythagoras' Theorem is:

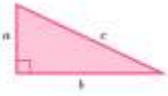
$$a^2 + b^2 = c^2$$


Image Courtesy of: <https://thirdspacelearning.com/>

YEAR 11

Year 11 pupils have almost completed the GCSE course, and after the Easter break, 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 complete their mock exams. In addition to this, the maths department have been running weekly revision classes after school for year 11 students. The pupils have the opportunity to revisit a multitude of topics that include index laws, standard form, drawing linear and quadratic graphs, calculating volume and surface area of 3D shapes, transformations, calculating angles in polygons and many more. They will also explore strategies to help them maximise the marks available for exam questions and learn how to manage their time effectively during an exam. I have been encouraged with the number of students who are attending these classes. This can only serve to improve their chances of meeting or exceeding their target grades.



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3D DESIGN—DESIGN AND TECHNOLOGY

KS3

A good start to the year with some excellent work produced earlier in the term from KS3.

Following on from last year's success of the 'Insect Hotel', we followed on with a 'Bat Box'. Again, hopefully promoting some interest in the plight of the common bat and exposing the pupils to an ecological topic. Some good simple crafting used to achieve this outcome. Good introduction to simple hand tools for a lot of the new starters also.



A shorter design brief set just before half-term requiring the designing of a 'Personal Company Logo', hopefully aiding in the development of use of traditional graphic drawing and sketching methods. Once designed the intended use of the design is to promote the sense of self-identity in the pupils work and begin to allow them to create 'their own style' which is very important moving forward into KS4.

Some incredibly professional designs were produced by pupils.



We have just started the new project of design and build 'A Balloon Powered Car', this again, follows on from last years 'Pinewood Derby Car'. It is also a competition for the best design and furthest distance travelled.



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3D DESIGN—DESIGN AND TECHNOLOGY

Y10

Both groups have recently been working on creating an ‘Automata’ for ‘The Natural History Museum London’.

Lots of research was required for this project. A wide range of possibilities for designs was encouraged for such an open topic due to the nature of the museum, lots of discoveries to do with mechanisms and movement and production limitations set by a small budget (the design is for retail in the museums gift shop as a ‘casual’ purchase).



Y11

I have set 2020’s ‘unused’ AQA exam topics ‘Magnify, Miniaturise & Modify’ as a ‘mock exam’ for the year 11 class. There has been quite a good response—miniature ‘Earth & Moon Salt & Pepper Shakes’, a ‘Concealed Fairy Garden’ and other designs have been created.



All pupils have surpassed themselves and really started to connect with the GCSE exam preparation sessions which started just before half-term. A modern Chicken Coop, a stage set for a murder mystery play, a shield to symbolise the conflict in Ukraine and an eco-bird feeder amongst other items are all in development.



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PSHCE

This term we took a small group of KS3 pupils to Harwes Farm in Colne.

“Here at Harwes Farm, our key philosophy is if you have something beautiful, you should share it with the world”



We had look inside the wind turbine, but didn't climb up the middle like the engineers!



As well the looking at the wind turbine, we fed the rescue sheep in the field. After this we went into the forest where we helped fix the parachute and fix up some hammocks. This was hungry work so we sat around the camp fire and ate our lunch, some of which we toasted first. We finished off making S'mores (even though the badgers had stolen the biscuits the previous week!)



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GCSE HISTORY

This term we have moved onto some new topics. Some pupils are studying The American West c1835 – c1895



The lands west of the Missouri River are known as the American West. In the 1700s and 1800s, European settlers moved into these lands, claiming new territory for the US. They often came into conflict with Native American peoples, who rejected the settlers' claims to own the land.



Another group is studying the Early Elizabethan England 1558 – 1588.

The Elizabethan Era **took place from 1558 to 1603** and is considered by many historians to be the golden age in English History. During this era England experienced peace and prosperity while the arts flourished. The time period is named after Queen Elizabeth I who ruled England during this time.



Pupils had their mock exam this half-term, they sat Paper 1 Medicine through time c1250 – present.



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ART AND DESIGN

Year 10

Year 10 have completed 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.

There are some pleasing results. The next project will require students to select a topic from a sample of themes including Under the Sea, Cells, and Cars and motors to mention just a few!!!

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 and after school sessions continue to support students. Year 11 have completed approximately 6 weeks of prep before their timed exam which will start on the 27th March, they will complete 10hrs of independent artwork which will account for 40% of their overall marks.

There has been some fantastic photographic images taken recently by one of our year 11's and this image from Kara was so great I now have it as my screen saver!!



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ART AND DESIGN

KS3

KS3 Pupils have been exploring Graffiti Art and have designed, constructed and painted their own original Graffiti Style initials and created their own name Tags. Pupils were excited to use spray paints, modroc and 3D modelling to bring their designs to life.



Graffiti can be a real issue or an art form and we have discussed the criminal responsibilities of graffiti too— although it has been around for many years and ancient wall inscriptions were found in the ruins of Pompeii, the habit was especially popular among the Romans.



Fun Fact...the word Graffiti originates from the Greek to 'scribble or draw' and some of the most ancient art could be described as graffiti.



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DRAMA

The KS3 Drama curriculum continues to cover a breadth of performance and theatre skills that reflect job opportunities in the performing arts. The latest examples of study covered quite a few Oscar winners for costume design.



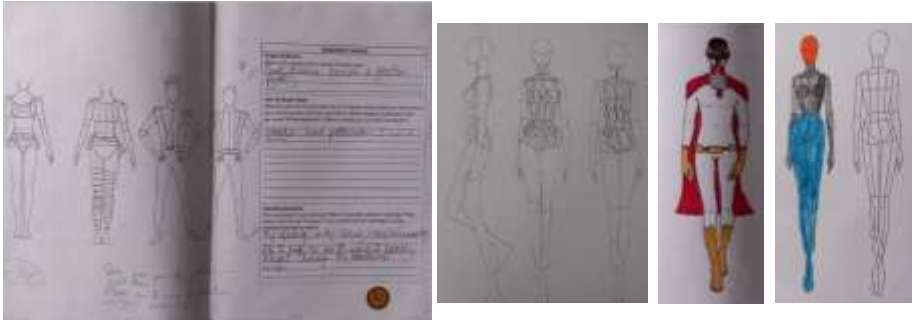
The scheme of learning introduced pupils to what is worn on stage or in film to portray a character. Additionally, it focused on the use of naturalistic, historic and futuristic costume designs. The focus this year was the study and design of futuristic costumes and written evaluations. Students studied a variety of futuristic costume designers. This included: Gabriella Slade for *SIX The Musical*, Ruth E. Carter for *Wakanda Forever*, and Jacqueline West and Bob Morgan for *Dune*.



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DRAMA

The students created some great designs and conveyed some good knowledge of colour, pattern and shape in their designs. They clearly followed the brief for futuristic designs.



SCIENCE

It was an exciting return to school this term with year 11 preparing for their mock examinations. Most of our year 11 students proved themselves in their commitment to achieve the best they can. While others struggled a bit, the mock examinations gave our young people the opportunity to evaluate how well they have done in science. Students can now focus on the challenging topics to improve on their grades in the soon coming GCSE examination.

The science department is taking part in the ongoing after school revision and we are ready to support our young people in their quest for success.



HAPPY EASTER

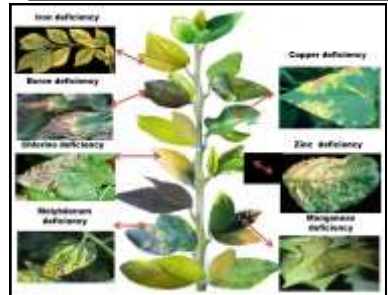
SCIENCE

The year 10 students are currently studying the topic B2 organisation in biology where young people have been looking at different organ systems in humans.

They have studied enzymes which students found quite interesting as they can easily relate to it. Young people are investigating the different food groups to determine if contains reducing sugar, starch, protein, and fat.

KS3

In KS3, lots of learning activity has been going on in the different year groups and some students carried investigation on fermentation. Young people studied photosynthesis, plant minerals, and students were able to link leaves to their mineral deficiencies. Year 9 recently concluded an assessment on ecology and the results were promising.



Year 7 have enjoyed learning about plate tectonics and the composition of the earth. This gave them a good understanding of earthquakes and the human devastation they can cause.

More recently, Year 7 explored the human skeleton and were able to name the major bones. Moreover, they learned about the three types of muscles used for movement and discussed whether they were controlled by involuntary or voluntary actions.



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FAMILY SUPPORT

The focus within family support is to work with external services and engage families in support to make positive changes. We have visitors in school from Child and Family Wellbeing Service and The Wish Centre providing support and a range of self-help programmes for pupils, which they can be referred into.

Services We Can Offer:

- Child and Family Wellbeing Referrals
- Children's Social Care Referrals
- Parachute Referrals
- Respect Young People's programme Referrals
- Butterfly and Phoenix Counselling Referrals
- Inspire Drug and Alcohol Services
- Support with Housing
- Referrals to Independent Domestic Violence Advisor (IDVA)
- Multi Agency Support Panel
- Supporting children and families with issues that may arise such as bereavement, separation and parents in prison.
- Support from School Nurse
- Community Safety Team
- Signposting to further external agencies

If your family or child may feel like they would benefit from support from our services, please do not hesitate to contact family support within school.

Chrissy Mclean – c.mclean@larches.lancs.sch.uk
01772 792412 EXT 223

Britney Martin – b.martin@larches.lancs.sch.uk
01772 792412 EXT 217



HAPPY EASTER

INTERVENTIONS

The intervention team continue to support all pupils across the school. We currently have 35 pupils with Individual Education Plans who access regular interventions to support their learning throughout the school day. We aim to support pupils in a variety of ways: to develop their cognition skills; support in class; SALT activities and strategies to promote behaviour for learning.

We continue to use the Do It Profiler with all pupils in school to identify any support needs they may have; including wellbeing, feelings, anger, sensitivity and empathy. We began to roll out the profiler in January 2022 and we have now been able to use the profile to reassess some of our pupils to ascertain their progress with areas of concern previously identified.



All pupils complete an emotional literacy assessment during induction, a number of pupils have benefited from Emotional Literacy interventions (ELSA) and we have seen progress in a number of areas following engagement with the sessions.



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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 REVISIONING.
- 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/>



HAPPY EASTER

EASTER

WORD SEARCH



BUNNY
EGGS
CHICK
JELLYBEAN

BASKET
SPRING
FLOWER
EASTER

GRASS
CANDY
HUNT
DYE

BONNET
SUNDAY
PEEPS
LAMB



About A Mom © www.aboutamom.com



HAPPY EASTER

Fantastic Attendance!



KS3H — Tabbie W
KS3C — David D
11L — Amber H
KS3S — Perry H
KS3S — Alesha M
KS3S — Will R
KS3R — Amarjeet S
HS — Dylan H
11L — Arana W
11A — Ruby W
10E — Maddie P

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 promoting attendance improvement across the school.

ALL PUPILS Developing good attendance patterns through effective whole school approach to attendance (including half termly data collection, form tutor & 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 it with both pupils, parents/carers to listen to understand barriers to attendance and agree how all parties can work together to resolve them.

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 whole family plan where absence is a symptom of wider issues.

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

TARGETED reengagement of persistent and severely absent pupils

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

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 supervision.

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.

Version 12 CMc



HAPPY EASTER

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

School Closes for Easter @ 1pm on **Friday 31st March 2023**

Inset Day—School closed to students on **Monday 17th April**

School reopens to students on **Tuesday 18th April** at 8.55am

May Day Bank Holiday Closure = **Monday 1st May**

King's Coronation Bank Holiday Closure = **Monday 8th May**

Mid Term Closure = Monday 29th May – Friday 2nd June 2023
(inclusive)

