



# Chestnut News

Date: 26 June 2020 Issue No: 108

## MESSAGE FROM THE HEADTEACHER

Dear Families,

This week I wanted to start our message with a huge **THANK YOU!** As you can imagine, re-opening the school to more students has been a challenging process. Every system and process has been changed to reflect the new way in which we need to operate, with safety for our children and staff as the over-arching priority. Our plan requires rigorous hygiene practices and our premises team have been absolutely amazing in the way they have undertaken their duties in this area. Mr Keeble, our Premises Manager and his team, have been scrupulous in ensuring that every area of the school is cleaned to a very high standard with a frequency much greater than in normal times. This is no small task and we are sure you will join us in our appreciation of our premises and cleaning teams.



Over the remainder of this half-term it is my intention to welcome all students in Key Stage 3 back into school for a session with their tutors. The aim of this is to ensure that students get to experience school before the summer. My own children have recently returned to school and I know that dipping their toe back into the water has helped to alleviate their anxieties. We look forward to welcoming them back in and we will write to parents separately about specific dates and times.

I would like to conclude this section of the newsletter with a special acknowledgement to our students in Year 11 and Year 13. This evening would have been the Year 11 graduation ceremony followed by the boat party, and next Thursday would have been the Year 13 graduation and prom. I feel terribly sad that you have missed out on the last few months of your education and you have not had the opportunity of preparing for your exams in the way that generations of students have before you. We have missed having you around and the build up to your exams – it is such an important milestone in your education and I am truly sorry that we have not been able to share it with you. You will be in all our thoughts this Friday evening (and next Thursday) and we will be in touch regarding plans for collecting your exam results once we have more information on what we are able to do. Good luck to all of you.

Best wishes,  
**Mr C. Kingsley**  
**Headteacher**

## **Safeguarding** *Article 19: Right to protection*

Your child's safety is of paramount concern to us. If you have any concerns over the personal development, behaviour or welfare of your child or any other child within Chestnut Grove Academy that cannot be resolved by the child's teacher, tutor or RSL, please contact the Safeguarding team via the safeguarding e-mail, [safeguarding@chestnutgrove.wandsworth.sch.uk](mailto:safeguarding@chestnutgrove.wandsworth.sch.uk)

This e-mail is automatically sent to the full safeguarding team and either Ms Jackson (Designated Safeguarding Lead) or one of the Deputy Designated Safeguarding Leads: Ms Jolley; Mr Collins (KS3); Mr Bedford (KS4) or Mr Taylor (KS5) will respond to you directly.

If students/parents have any concern about a safeguarding issue that they would like to report anonymously they can use the SHARP system on the Chestnut Grove Academy website. This is a link which enables an email to be sent into Chestnut Grove Academy reporting any issue. This comes to the school and will be followed up by the appropriate member of the pastoral team depending on the concern.

## **SCOOTER SAFETY**

We have been informed by Youssef, our Police Liaison Officer, to inform our parents and students that there have recently been 5 School Boy Robberies across the borough and are all connected to the victims on electric scooters. A reminder that Electric Scooters are theoretically illegal on pavements, owners can register them on immobilise at the very least.

## **VIRTUAL PARENT WORKSHOPS**

Wandsworth CAMHS are offering a virtual parent workshop to all Wandsworth secondary school parents on 'supporting your teenager with lockdown challenges & returning to school'. The workshop is appropriate for parents of all secondary school young people. Please see the flyer below for further information.

***Ms Jackson***  
***Deputy Headteacher***

# SUPPORTING YOUR TEENAGER WITH LOCKDOWN CHALLENGES & RETURNING TO SCHOOL

## *Online Parent Workshop*

Does your teenager attend a Wandsworth school?  
Is your teenager struggling with motivation & sleep?  
Are they worried about re-joining school or social situations?  
Would you like some tips and strategies to help you support  
your teenager?

**IF YES, PLEASE JOIN US AT ONE OF THE FOLLOWING  
TIMES!**

**7<sup>th</sup> July at 10am or 6pm**

**8<sup>th</sup> July at 3pm**

**9<sup>th</sup> July at 10am or 6pm**

The workshop will be approximately 45 minutes followed by a Q&A.



Email **[WandsworthWP@swlstg.nhs.uk](mailto:WandsworthWP@swlstg.nhs.uk)** for a link to the workshop. Please state which secondary school your child attends & your preferred time slot from the above options.  
**Wandsworth Children & Young People's Wellbeing Service**

I wanted to draw your attention to this fantastic opportunity available with regards the Wandsworth Summer Camps running from the 28<sup>th</sup> July to the 20<sup>th</sup> August.

Please see the flyer below.

**Mr Collins**  
**Assistant Headteacher**

**PYE & WANDSWORTH SUMMER CAMPS 2020**

RUNNING FROM **28<sup>TH</sup> JULY TO 20<sup>TH</sup> AUGUST**  
SUBJECT TO GOVERNMENT RULING

OPEN TO **9-16** YEARS OLD IN THE SW AREA\*

**SUMMER ACTIVITIES WITH ENDLESS FUN!**

**ST CECILIA'S C OF E SCHOOL SW18 5JR**

COST **£100** FOR 4 WEEKS, FOR MORE INFO SEE OUR WEBSITE:  
**WWW.WANDSWORTHSUMMERCAMP.ORG**

Parallel Youth Enterprise

METROPOLITAN POLICE

Designed by: Latcham Direct

\*THAT LIVE OR GO TO SCHOOL IN WANDSWORTH, MERTON, KINGSTON, RICHMOND & TWICKENHAM

Richmond upon Thames Wandsworth Kingston upon Thames Merton

(Due to the current Covid pandemic, these dates are subject to change)

## TERM DATES 2020-2021

<b>AUTUMN TERM</b>	Year 12 enrolment	Wednesday 2 <sup>nd</sup> September
	Year 12 enrolment	Thursday 3 <sup>rd</sup> September
	First day <b>Year 7 students</b> only (& Year 12 enrolment)	Friday 4 <sup>th</sup> September
	First day <b>all students</b> (& Year 13 enrolment)	Monday 7 <sup>th</sup> September
	Year 13 enrolment	Tues 8 <sup>th</sup> - Wed 9 <sup>th</sup> September
	First day <b>Year 12 &amp; 13</b>	Thursday 10 <sup>th</sup> September
	Half Term	26 <sup>th</sup> October – 30 <sup>th</sup> October
	Last day of term	Thursday 17 <sup>th</sup> December
Christmas Holiday	18 <sup>th</sup> December – 1 <sup>st</sup> January	
<b>SPRING TERM</b>	First day (for students)	Tuesday 5 <sup>th</sup> January
	Half Term	15 <sup>th</sup> – 19 <sup>th</sup> February
	Last day	Thursday 1 <sup>st</sup> April
	Easter Holiday	2 <sup>nd</sup> April – 16 <sup>th</sup> April
<b>SUMMER TERM</b>	First day	Monday 19 <sup>th</sup> April
	Half Term	31 <sup>st</sup> May – 4 <sup>th</sup> June
	Last day	Tuesday 20 <sup>th</sup> July

### **STAFF PROFESSIONAL DAYS** (two further days still to be confirmed)

**Wednesday 2<sup>nd</sup> & Thursday 3<sup>rd</sup> September, 2020**

**Friday 25<sup>th</sup> September, 2020**

**Friday 20<sup>th</sup> November, 2020**

**Monday 4<sup>th</sup> January, 2021**

**Friday 2<sup>nd</sup> July, 2021**

### **PARENTS' EVENINGS**

**Year 12 & 13 (meet with tutors) – Thursday 22<sup>nd</sup> October, 2020**

**Year 7 – Thursday 3<sup>rd</sup> December, 2020**

**Year 10 – Thursday 7<sup>th</sup> January, 2021**

**Year 11 – Thursday 21<sup>st</sup> January, 2021**

**Year 12 & 13 – Thursday 11<sup>th</sup> February, 2021**

**Year 9 (Options Evening) – Wednesday 3<sup>rd</sup> March, 2021**

**Year 8 – Thursday 24<sup>th</sup> June, 2021**

Those of you old enough to remember will be disappointed to know that this entry does not herald the return of Philip Schofield, Emma Forbes and Gordon the Gopher to our television screens. Rather than go back in time, Chestnut Grove this week took a leap into the future and delivered the first live lessons for Key Stage 3, with huge thanks to Mr Reeves, Ms Jindal, Ms Robinson, Ms Minall, Ms Shekar, Ms Holmes, Ms C Smith and Mr Collins for bravely testing the waters.



As FAQs go, live lessons are without a doubt the hot topic, not just from students and their families, but also our staff, who have been aching to get 'back to the day job.' We've had to spend quite a lot of time making sure that we can do so safely and securely. Our Teams network was set up almost overnight, so we're eternally grateful to Mr Hepworth, Mr Lush and the ICT team for tweaking, amending, and altering the settings behind the scenes to make it all happen.

We've explored identity through the poetry of John Agard, reflected on the causes of global pollution and worked out the area of the yin and yang symbol in maths. And at time of writing, we're only two days in!

We will continue to communicate the dates and times of live lessons to families a week in advance, and via Teams to the students on a Friday, and look forward to seeing the students engaging in these lessons, which are designed to complement the weekly assignments set on a Monday.

As ever, we're grateful for your feedback, and for your patience. We are all learning, and haven't always got things right. One need only watch Mr Kingsley's weekly staff briefing to know that live streaming doesn't always run smoothly! But we are resilient and determined to keep working to bring the curriculum to life as much as possible in these strange times – thanks for coming with us on the journey!

All lessons last between 30 and 50 minutes. Students are welcome to join the meeting from their Year Team 15 minutes before the start time to say hello to their teacher. Lessons are open to all unless otherwise stated and will be recorded and posted to the relevant subject team within 24 hours. Year 7 lessons: 10h30. Year 8 lessons: 11h30. Year 9 lessons: 13h30. Staff will be available throughout the session to monitor lessons, but are unable to deal with technical problems. If you are experiencing problems with live lessons, please contact [support@chestnutgrove.org.uk](mailto:support@chestnutgrove.org.uk).

## PARENT SURVEY

Please take the time to complete our parent survey. We are particularly interested in your views of how we as a school have managed the past few months and how you and your children have been getting on at home. Without your views and opinions, we cannot grow – your feedback is greatly appreciated. Please click [here](#) or scan the QR code – the survey should take no longer than 10 minutes to complete.



**Mr Cheesbrough**  
**Assistant Headteacher**

## DUKE OF EDINBURGH - BRONZE

There are 87 students in Year 9 enrolled on the Bronze Award and the vast majority of these have continued to work on their Volunteering, Physical & Skills sections throughout the COVID-19 Lockdown. I have been really impressed with the students' resilience - many have followed advice and changed their activities to ones that can be carried out at home if their original activities were no longer possible during lockdown and 25 students have now completed all 3 sections- very well done.

Please could the remaining students continue to work on any outstanding sections and upload weekly evidence on edofe for me to approve.

Expedition:

Sadly it looks unlikely that we will be able to run any Bronze expeditions in 2020. My aim is to run a Bronze Qualifying expedition in Spring 2021 for all students who wish to complete their Award. There will no longer be a Bronze Practice expedition.

I know students and parents will be disappointed with this news and may have differing views on continuing with the Bronze Award and progression to the Silver Award in light of this information. Parents also may have questions regarding expedition payments and possibly refunds, which I will try to answer here.

All parents have paid a £25 registration fee which has been paid to the D of E and is non-refundable.

The Bronze expedition fees for 2019-20 were £125.

Essentially there are now 3 options available:

1: Withdraw from the Bronze expedition planned for Spring 2021, and receive a full refund for any expedition fees paid.

If students complete their Volunteering, Physical & Skills sections they will still be eligible for the DofE 2020 Certificate of Achievement (Please see information below).

2: Complete the Bronze Qualifying expedition in Spring 2021.

As there will no longer be a practice expedition the new expedition fees will be reduced to £75 and refunds will be offered if you have already paid over this amount. Eg - If you have paid the full £125 you will be eligible for a £50 refund.

3: Complete the Bronze Qualifying expedition in Spring 2021 and register for the Silver Award in September 2020.

This option will only be available to students who have completed all 3 sections (Volunteering, Physical & Skills).

Places on the Silver Award will be strictly limited to 42.

The full £125 must also be paid, and the £50 refund offered to those students stopping at Bronze will be used for Silver registration (£25) and a deposit for the Silver qualifying expedition (£25).

The Silver Qualifying expedition will take place after the Year 10 exams in Wales or Purbeck.

The Bronze Qualifying expedition will also count as the Silver practice expedition for this cohort.

Please could you inform Mr Hallsworth via email outlining which of the above options you wish to make.

[jhalloworth@chestnutgrove.wandsworth.sch.uk](mailto:jhalloworth@chestnutgrove.wandsworth.sch.uk)

## DofE 2020 Certificate of Achievement Q&As

What is the DofE 2020 Certificate of Achievement and why is the DofE introducing it?

We're determined that young people should be able to continue working towards their Awards and have their achievements recognised – but we also know that COVID-19 will leave DofE centres facing real challenges in delivering expeditions for the rest of the year.

DofE participants across the UK have been working hard to complete their Skills, Volunteering and Physical sections, before and during the COVID-19 outbreak.

We want them to be recognised for their amazing efforts and achievements – even if the current unprecedented situation means it's not possible for them to do their expedition and therefore achieve their Award right now.

To that end, we've launched a new accolade for this year only to formally recognise their dedication and accomplishments: the 2020 DofE Certificate of Achievement. Certificates will be available to all participants who have completed their Skills, Volunteering and Physical sections at all Award levels, but haven't been able to do their expedition (and / or residential at Gold) because of the pandemic. We also know many young people will want to do their expedition and complete their programme when it is safe to do so. To help, we've developed four temporary flexibilities to the Expedition section that address different social distancing challenges.

### **Who qualifies for the 2020 DofE Certificate of Achievement?**

Any participant who enrolled on or after 1 June 2018, has completed their Volunteering, Physical and Skills sections (but not their qualifying expedition) and had them signed off by their Leader before 31 December 2020, will receive a 2020 DofE Certificate of Achievement.

### **How will a participant receive their 2020 DofE Certificate of Achievement?**

The 2020 DofE Certificate of Achievement will be available from July as a personalised PDF which a young person can print at home. Once their Skills, Volunteering and Physical sections have been approved on eDofE, participants don't need to take any further action – they will be emailed their personalised Certificate using the email address registered to their eDofE account.

We are investigating the feasibility of a Leader being able to print out the achiever's certificate on their behalf on high quality paper from ASL.

***Mr Hallsworth***  
***DofE Coordinator***

## CGA STUDENT MAKES THE KING'S COLLEGE BLOG

Thanks to one of our parent LAC members, Sarah Guerra (Director of Diversity & Inclusion King's College), Vanessa's article has been published on their King's College blog!

<https://blogs.kcl.ac.uk/diversity/2020/06/17/why-what-happens-over-there-matters-over-here/>

Well done, Vanessa Boodhoo! She has now reached many more other channels by publishing on a diversity blog, and at King's, which is super!

I have also divulged their link to other secondary school librarians who are now sharing the link to their schools so we can keep the momentum going.

First, because it is fantastic that she wants to talk to others in her generation and interact with them,

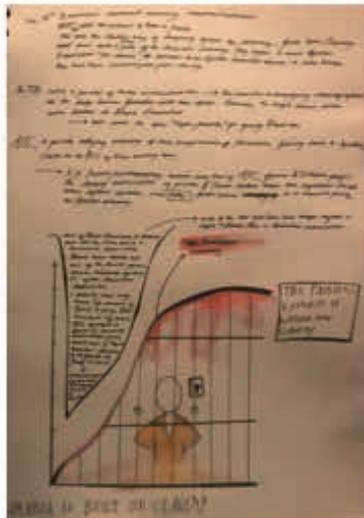
she feels a sense of duty to inform people and second because she is now a PROUD role model from Chestnut Grove to other secondary school pupils who will see you can get published in a renowned page and be a protagonist of your own learning!

**Ms Martins**  
**Librarian**

## ANTI-RACISM YEAR 12

Year 12 responses to Ava DuVernay's documentary '13<sup>th</sup>

We set year 12 the assignment to watch this documentary and respond in their own way. Here are some samples and extracts from their responses. This work demonstrates how open minded and justice focused our students are, and how they are growing into inspirational young adults.



This incredibly thoughtful and thought provoking documentary will leave an audience enraged and wanting to know more. Particularly in with the political Climate America has entered with the 2020 elections approaching it is fair that America finally gives Black Americans an answer. As Black Americans await an answer the 13<sup>th</sup> should be mandatory teaching in every American class room as it is not an isolated Black problem but is an American problem and a human rights issue which should be treated as such.

(In today's society I can say that I'm proud to be a part of Generation Z because as I look around I see teenagers from every corner of the Earth standing together and helping to elevate one another to ensure that voices are heard. Police brutality is a serious issue and the UK is definitely not innocent. These protests are not just for George Floyd, but for every innocent life taken and swept under the rug- Tamir Rice, Eric Garner, Trayvon Martin, Sandra Bland and unfortunately so, so many more. These protests call for reform and so far they're achieving quite a lot- such as Breonna's law in Louisville. I think it's extremely important that people of all ages continue to educate themselves about the situation, particularly the younger children- which is why I really enjoyed doing this project.

lose profits. Racism, as someone said in the documentary, is a cancer and the American system proves that, as African Americans and people of colour are treated as second class citizens by many and are constantly discriminated against. This is a huge problem and nowadays movements such as the black lives matter movement are supported by a lot of people so that hopefully these things will change.

### 13TH | FULL FEATURE | Netflix- speech

I've always wondered why racism exists. Why can't everyone get along. Why is one better or more privileged if one's skin tones lighter. After all aren't, we all are born into this world with nothing, then I remember and see the statistics of a white person being born into a privileged family higher than that of someone of colour, then I think after all is God all loving. But there is one thing that every new-born baby has and that is no knowledge, so therefore racism cannot be known or unless it is taught, so when would people of knowledge know that if your skin colour is lighter than that of someone else it does not make your word intrinsically more valid then that of a coloured person or neither does it mean your life has more value than that of another because we were all born with nothing. Isn't it scared that humans that operate the same who need sleep and food and bleed the same colour have to feel scared going out just because they are of colour? Especially now not only do they need to worry about other people of harm but also be aware that police the protectors of civilians will treat a coloured person like there life is of no value and lead to scenarios that cannot bring their life back this can be shown in George Floyds case, he gasped 'I cannot breath please' but still was murdered by the peoples protector the 'police' if they have no one for protection who should they seek to when they need help? But however not all police and not all people are racist, and they stand and support this movement to power those who have been treated like animals instead of humans. I'm happy knowing I'm growing in a generation that stands against this, and I will always stand in solidarity with my brothers and sisters no matter what skin colour, no matter what their financial status but one thing that matters is there mission and clean heart. However, There's so much wrong in the world that no speech can express, I've seen this first person coming from a foreign country as what many would label me then as an immigrant with no English leaving people that meant the world to me, it makes me sad when I see people with their grandparents because I loved them but however was only allowed to make limited memories, this shall change for my children, so my people educate yourself for an ethically better world and I hope every person makes it out and now my biggest goal is to become someone and finish my education which has always been the goal of my parents and I've never been so focused as now and no one could stop me if you tried.

## Prison Abolition – What Does It Look Like?

### Why abolition?

“The prison industrial complex relies historically on the inheritances of slavery.” – Angela Y. Davis

When the USA passed the 13<sup>th</sup> Amendment (1865), it failed to fully abolish slavery, maintaining that ‘neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have duly convicted, shall exist within the United States.’ The effects of the subsequent mass movement to target, arrest and imprison black people remain undeniably evident in today’s justice system, with 1 in 3 black men imprisoned at some point in their lifetime, compared to 1 in 17 white men. In the UK, BAME groups are similarly over-represented, making up 25% of the overall prison population while accounting for less than 15% of the total population of England and Wales.

Abolition is further necessary given the nature of most prisons in Britain and America. Often rife with violence and sexual assault, both from staff and inmates, they generally perpetuate the same crime and brutality from which we expect them to protect us. The current system similarly fails to protect victims, favouring the white and wealthy regardless of culpability. The case of Brock Turner, for example, makes this strikingly clear. Therefore, reform is not enough- a system that was designed to oppress and disproportionately affect ethnic minorities must be abolished.

### How do we achieve justice?

In a society without prisons, there will be a shift in the punitive measures that we employ as the focus moves away from deterrence and retribution and towards restorative justice. Restorative justice seeks to repair the damage done with a crime and to restore relationships. This involves negotiation and mediation, such as through conversations between an offender and the victim/victim’s family. Justice can also be achieved through the implementation of transformative justice, which accounts for the structural problems that surround an offence, aiming to transform communities in changing the conditions that resulted in the crime. Therefore, it is clear that prison abolition is possible, as long as we challenge our own beliefs and unlearn our instinctive desire to rely on current systems of law enforcement.

### What does prison abolition look like?

In 1976, the ‘Attrition Model’ for prison abolition was first developed, published in a pamphlet called ‘Instead of Prisons: A Handbook for Abolitionists.’ The model outlines the 3 pillars of abolition, ‘moratorium, decarceration and excarceration,’ thus laying out the basic principles of the abolition process. Moratorium describes physically ending the building of jails, prisons and detention centres, with the simple view that less space in prisons must result in fewer incarcerations. Decarceration involves the release of all non-violent offenders, such as those with marijuana convictions, if they do not pose a threat to society, there should be no need for them to endure such a punishment. The final step, excarceration, refers to decriminalisation. This includes crimes such as sex work and drug use. By decreasing the number of crimes, we can minimise interaction with law enforcement and reduce the need for prisons and police.

Beyond this model, a further goal of abolitionists is to tackle the root causes of crime. By implementing better support systems, such as mental health and social services, we can limit the need for prisons by ultimately reducing crime rates and offering tangible and effective opportunities for rehabilitation to those who have offended. Prison abolition will aid in this mission as the billions that are currently spent on law enforcement could instead be channelled into other areas, funding the mental healthcare, social services, education, housing, drug rehabilitation and training crisis intervention teams that are necessary to challenge the root causes of crime.



I chose to make an art piece for this week’s assignment. Within the painting is a young black girl holding the planet Earth in her hands, surrounded by darkness which leads up to the hands of a Klan member and the Confederate flag behind them. This piece depicts the Ku Klux Klan, but the Klan member also represents white supremacy and the oppression of black people as seen through the hands which are meant to be showing the Klan member as a puppet master. Each palm has a different symbol. The palm on the left shows the hat of Uncle Sam (I assume), a figure that is used to symbolise the government specifically. The right hand depicts a police badge. These are both significant as the government and police departments been found to have links to supremacist groups such as the Ku Klux Klan, showing their corruption, and they also display systemic racism towards black people specifically and have done for hundreds of years. They pull the strings, if you will, on how justice is served and how many opportunities black people get. The strings are also tied to the young girl around her arms and neck. I chose those places purposefully as they would be where shackles would’ve been placed during slavery. The neck is also very significant as it also represents the lynchings of black people, specifically using hanging. The Earth is significant as its not shown how it’s usually depicted in images. I chose to make the continents red to refer to the confederate flag but also to represent the deaths and blood of countless lives that have been ended due to racism and prejudice.

## I will never know

I will never know how it feels.

To be vilified in life and in death to excuse yet another inexcusable murder.  
To wake up and wonder if today's the day you get 'caught' for something you haven't done.  
To turn on the news and hear excuses made of a group whose sole aim is to kill you.  
To turn on the news and wonder if it's you next.

And that – that's the worst part, that  
We just don't know.

Because when so many don't understand, will never understand,  
They will never see it as Their Problem.  
And when it's not their problem, not the problem of  
The Powerful,  
It can never change.

I will never know how it feels to have my problems ignored,  
Then laughed at,  
Then attacked,  
Then drowned out by cries of  
'Post-racial society' and 'what about Obama?'  
I will never know how it feels to be the face of criminality,  
The scary man on the front page,  
The ruthless criminal in the advert.  
I will never know how it feels to be feared for my appearance,  
To have it used to portray me as a vicious monster.  
One who deserves what he gets.

I will never know how it feels to feel unsafe when:  
Playing with a toy gun (Tamir Rice);  
Buying or selling cigarettes (George Floyd, Eric Garner);  
Demonstrating against fascists (Blair Peach);  
Running home (Trayvon Martin);  
Taking a taxi (Mark Duggan);  
Walking past a police car (Michael Brown);  
Driving with my family (Philando Castile);  
Being at home (Breonna Taylor, Trevor Smith);  
Possessing drugs (Edson Da Costa, Rashan Charles);  
Or any number of other activities (around 750 others since 2017).  
There is no excuse for any of these deaths,  
Yet only one of the officers involved in any of these has not (yet) been let free.

The problem is not fixed.  
The problem is not going away.  
The problem is not yours alone.

We may not know how it feels, but  
We must stand with you.

Not for Instagram followers,  
Not to show off our social awareness,  
But because it is our duty.  
For every one of us alongside you on the frontlines,  
It becomes a little more our problem.  
And when it is our problem, it is Theirs.

# USA: THE "WAR ON DRUGS" AND BLACK AMERICANS

*How the rhetorical "war on drugs" became a literal one on black and Hispanic Americans under Nixon and Reagan, 1970s-mid 1980s.*

## *The Introduction of a New Drug and the Start of an Era of Mass Incarceration -Reagan, mid- 1980s*

- Crack cocaine (a new type of cocaine) came to prominence in the middle of the "war on drugs". It was able to be marketed in very small doses and was relatively inexpensive. Therefore, it was able to take hold in African-American communities, whereas powdered cocaine was more of an issue in white, suburban communities.
- Congress immediately put in mandatory sentencing penalties for crack, which were far harsher than those for powdered cocaine: being in possession of just 2.0g of crack cocaine carried the same sentence as being in possession of 100.0g of powdered cocaine.
- Black, Hispanic and Latino men were given much longer sentences, arguably because "powdered cocaine was seen as more sophisticated".

Overall the documentary provided a deep insight into American Racism and how racism has developed over the years and how there is still so much change to happen. The archived footage constantly shown throughout the documentary was very meaningful as it revealed some shocking events that took/ are taking place due to someone's colour of their skin; the music was also very powerful as it focused on the meanings of the lyrics and how it fitted into the topic. There was a range of people speaking in the documentary which successfully allowed a broad understanding from multiple perspectives, and as a spectator was incredibly useful.

The Prison Industrial Complex generated \$1.69 billion in revenue in 2014, lots of which being from major corporations.

Inmates pack frozen food to be sent to McDonald's restaurants, make the cups for Starbucks and are used in call centres for American telecommunication companies such as Sprint or Verizon.



The institutionalised oppression of Black Americans means some get trapped in the prison system and earn as little as \$0.30 per hour in California.

## HOW THE PRISON SYSTEM IS DESIGNED TO CAUSE MENTAL HEALTH ISSUES

With the '3 strikes and you're out' law, as well as the mandatory minimum sentences introduced under Bill Clinton's era of mass incarceration, many black Americans are targeted and locked into the prison system. A prison system which is designed to destroy, not to reform the life of Black Americans.

The USA makes up for 25% of all prisoners, despite having only 5% of the population. Of the prison population, Black Americans make up 40.2% of the prison population despite only accounting for 4.5% of the actual population.



With the average prison cell being roughly 48 square feet, and there being roughly 22,000 prisoners in the average LA prison, they appear extremely cramped and overcrowded.

The average prison offers 8-12 hours of free time per day in maximum security prisons, with the prisoners needing to be let out in groups of hundreds.

Therefore, prisoners need to spend roughly 84 hours a week by themselves in a cramped space, contributing to the overcrowding and the lack of activity issue.

The highest cost of a 15-minute call from a local jail by state



The cost of a phone call being so expensive means many poor Americans are trapped in isolation; and, on \$0.30 an hour, would have to work for almost 60 hours to earn a 15 minute call.

This is one of the four main aspects of prison which leads to mental health issues

According to vivoQ, the main factors which cause mental health issues in prisons are the overcrowding, violence, isolation and lack of activity.

Inevitably, with three other factors which help to weaken mental health, violence and frustration occur due to the prisoners experiencing mental health issues. With 4,000 deaths per year occurring in prisons, and 28% of all prisoners saying that they have been assaulted by another prisoner in the USA, violence is a serious issue.

The prison system is designed to break prisoners, as shown by the case of Kalief Browder.



All four factors contributed to Browder's mental health being damaged. Gang members spat at Browder, as well as Browder being put in solitary confinement for two weeks for fighting another inmate. Altogether, Browder spent nearly two years of his life in solitary confinement despite being imprisoned for a crime he did not commit.

Despite four suicide attempts and Browder showing symptoms of depression, he had become a victim of the justice system, which had 'robbed him of his happiness.'

And yet, Browder was probably one of thousands of Black Americans trapped in the justice system for a crime he did not commit. Browder was probably one of thousands of Black Americans who have mental health issues which are going unchecked by officers and guards.



People being imprisoned without trial, and being forced to endure awful conditions should never occur in the 'Land of the Free'. Many prisoners can't see any way out, and it explains why 14.8% of prisoners frequently self-harm.



Review by **Ned Button**

**13th** 2016 ★★★★½

Watched Jun 09, 2020

This was given as a homework assignment but turned out to be quite eye opening.

Lots of people are aware of the civil rights movement and how it paved the way for black rights in America, but this documentary proves so well that how little has changed to racism in the past century and the fact that it has only redefined itself into USA's prison systems.

The opening perfectly states the extent of USA's reliance on prisons by giving thought provoking statistics on the proportion of people in prisons in the USA. Thought provoking facts and statements from several talking head interviews really do sit with the common viewer as they really are fascinating. The film then continues to present a timeline of racial discrimination and concomitant arguments regarding the relationship between slavery and mass incarceration of African-Americans today, almost a century later.

Trailers

 Netflix GB

 Netflix US

Go  or customize

[More...](#) [Watch](#)

This film is such an important symbol of today's times and really questions how far America has actually come in concern of black rights and at the same time questions me, as someone who lives in England, whether or not it is better than in America. While it may not be as frequent or severe, it still happens and will continue to happen if authorities do not reform prisons and teaching police about racial bias, giving them tests on their well being and racial bias frequently, then this will continue if the problem is met with 'military action'. In recent time, the police have lost their reputation of protecting the people, they are protecting themselves.

As a community, we need all need to be active for black lives as we should all know that it is not enough to be not racist, we need to be anti-racist.

Great doco overall and truly is essential viewing and here is a link for petitions and donation links to [help blacklivesmatters.carrd.co/](http://help.blacklivesmatters.carrd.co/)

**Ms Adams**  
**Head of History**

## POEM BY THOMAS BUTLER, 7 TURNER

I was particularly impressed by Thomas' poem written for Health, for which he received a Head's commendation this week.

### Overstand

Since 1619 black people were enslaved,  
200 years later they were told that they were free,  
Free to have no jobs or rights,  
And so began the fight,  
Another 200 years and they are still fighting the same fight,  
We must make it right!

#BLM

(After Benjamin Zephaniah)

**Mr Smith**

**Tutor, 7 Turner**

## OUTSTANDING YEAR 9 ENGLISH

Year 9 students have been producing some lovely pieces of writing based on the work of Charles Dickens. We asked them to describe their own setting, whilst also making social commentary, just as Dickens did. We are so proud of you! We thought we would share some of our favourites:

And the following students for all having a go at the Stretch and Challenge this week:

Taha Ali, Alfie-Louise Baird, Maya Basinski, Oskar Bellingham, Emma Cox, Khaira De Souza, Tehya De Souza, Mia Demetriou-Kerr, Alana Dias, Jessica Fletcher Rogers, Bailey Gascoyne, Thurston Jepps, Ria Jordan Clarke, Aran Kennedy, Phoebe Keusch, Zofia Kopyto, Aze Maya Koyupinar, Lilly Lowe, Rani Mahmood, Isla Nicholson, Katie Oliver, Elvie Paterson-Martin, Danae Perez-Murata, Sasha Rog, Ava Rokita, Jacob Sharpington, Jagoda Szkup, Ross Whitton, Alice Withey, Umma Zukanovic.

*1. Upon entering you are engulfed in green, as if entering a secret garden. The winding path sprouting flowers the colour of a sunset leading to a grand apple tree containing beautiful blossoms of white and dusty pink. The tree winding round the land shading the floor underneath, creating a blanket of petals. High in the branches a platform stands looking out upon the scenery. From the platform you can hear the birds singing in glee. Beds of green fill the landscape growing with the sun shining down on them making the leaves sparkle. In the corner an old slanted shed stands propped up against a fence. It has been washed in blue paint which has faded and crumbled to a grey colour. Surrounding the shed weeds and unrecognisable plants sprout winding round the shed almost as if it was meant for camouflage. As you step inside light doesn't follow and you are left surrounded by darkness. Silky string is woven together in every crook possible creating intricate webs of grey. A few lonely flies caught up in the sticky silk try to escape, failing and getting themselves pulled in further. The only ray of light entering the collapsing shed is through a broken pane of glass so dusty it is no longer transparent. A greenhouse is located abandoned from its plants and glass. Standing there as if lonely without its green*

interior. The metal frame rusty from the amount of rainfall which crashed down on it upon construction.  
- Isabella Perot

2. London. Lives change by the loud voices of Parliament. Drizzle spitting over the blanket of umbrellas parading down the streets. World-famous landmarks are dotted around. As many people on the streets as if it were vital that every citizen needed to be there. Wandering around feels like you are a minuscule dot in a land of giants on streets on which people have walked for thousands of years. Footsteps of programmed people entering into the cycle of their day on the stuffy carriage like many tributaries feeding into the main river. A melting pot of diversity, tourism, homes, work, celebrations, the rich and the poor. Voices suddenly blurting out the next train drown out the bleeps of Oyster cards signalling a new admittance to the world of the Underground. Construction, building till they reach the clouds – and beyond. Hospitals caring. Posters are plastered onto buildings like a competition to capture attention. Green oasis' explode around every corner. Rush everywhere. Rush to get to work on time. Rush to step first onto the already full tube. Rush to seize a snapshot of St Pauls before the seconds spent. Rush of ambulances chasing up the road before the last breath. Rush to change the world or save a life. Rush for the groups of huddled families longing for the sun to rise and their frigidness to be relived of; just to be displayed with another hopeless day. Rush too much to see the people starving, the hidden lives, the lonely and the silenced striving for change - Bethia Turner

3. The streets normally were in a constant silence, like the abyss of the vacuum of outer space, yet boomed with the silent rage and despair of innocent, lost souls. These poor souls were incarcerated by the almost unbreakable shackles of their own homes, with no means of escape, chained into an eternal, wintery night of gloom and oppression. They saw the death and persecution around them, and how they had been chained, like criminals, waiting for the truly uncertain chance of release. They had almost given up, but there was hope. People swarmed to the streets like a plague of locusts, not to steal the food and the lives of others, but to fight the dark injustice had been brought upon them, simply for the colour of their skin. They fought theft of their rights and their very humanity. The fires raged across the city, as some who had never actually seen the fire before then, saw it on their very doorsteps. It raged relentlessly, and no one could stop it. Others who had lived with the inferno for their entire lives could not stand by and watch it burn them, for they knew attempting to rid of it was possible, and feasible.

But, there was, remarkably, some hope. The chains were finally corroding, and the fire was losing its fuel, and its battle with the water of anti-racism. Enough people had broken free from their imprisonment and, slowly, the raging fire of racism began to retreat. - Alexander McDonagh

4. London. Tens of people are walking calmly through the highstreet of Balham, most going towards the tube station. Then the clock at the tube station hits 3:05. Suddenly huge thuds begin to sound and slowly a trickle of green begins to appear from the gate of the local secondary school. It begins as small drops but soon it is like a flood has occurred in Balham.

The gush of green is a pleasant sight for some, especially those in shops, as they can only imagine the overflow of coins waiting in the students' pockets for them to take, but not the people using public transport. This is the time they were dreading. Now they have to swim through this torrent of students and they seem never-ending. And that's not the end of water as suddenly it rains.

The water is everywhere. Rain washes some of the student's bad memories and activities of the past school day. Downpours of homework hit others as they remember the mountain of work they have waiting for them when they return home (somewhere which seemed an escape from the dreaded assignments). Some look at their watches and hope this swamp doesn't stop them from picking up their younger siblings as their parents are working and can't. Others, try to escape the rain but they cannot afford the tube fee and the buses are all full.

Once again, the weather and students have joined forces and it is not good for either sides of the

public. But at the end of the day, this is a normal afternoon in Balham. - Wiktor Cislo

5. "The colossal skyscraper towering above me like a human over an insignificant ant." - Anas Mukhtar

6.

Johnson Allen-Taylor

London. The largest and biggest city in England filled with vibrant culture and diversity like nowhere else in the UK. However, the dismal clouds look down at you with a frown across their face with rain trickling down your coat hood. As you stroll down the streets and roads of London you notice this distinct pattern of homeless people suffering in the harsh winds and rain. You begin to picture an image of upper-class white male MP's and civil servants towering over the vulnerable and less fortunate people like a sky-scraper not willing to help them with crimson-red blood on their hands like it is nothing. Despite all of that, there is still light at the end of the tunnel. Everyone across London coming together in unity to fight against the injustice across the world for likes of George Floyd and Belly Mujinga who both tragically died.

7.

Aimee Richards

London. The refined buildings taunt you from the sky, towering over the crowded streets. Monotone buildings sit next to each other in neat rows, high above the ground, advertising their height. The pavements are painted with oranges, browns, greens, purples and reds from the fallen autumn leaves, a burst of colour in the dull city. Cars and buses drive by busy the roads, passing by ancient and elegant buildings. Packets of crisps and cans are swept along the road by the stinging cold wind and crushed beneath the feet of marching people. Litter on the roads, litter on the grass, litter in the water, carried away down the river. The air is thick with the hustle and bustle of daily life. Angry grey clouds hover above the city, a gloomy grey sky, submerging the bustling streets into shadow. Flickering lamp posts cast rays of light. A sparkling river runs through the city, dotted with small boats. People walk by stopping to gaze at the glistening but muddy river.

8.

Matilda Nunn

Leaving the house on a brisk day as the light that blankets the city is not bright and joyous but a snub of grey smog that hangs low neighbouring the skyscrapers to the north and canopying the streets to the south. Setting off on walks through the streets I know so well that walking blindfolded I would be able to avoid every crack and crevice. I say that but every day as you look on the world everyday with a different aspect of life as the day before you notice things previously unfamiliar, the crackling railings shaped like spectacles outside of the opticians, the front gardens cared for with so much devotion beading the days dullness streets with sparks of purples from lavender and silky poppies. People on bikes bikes riding carelessly oscillating on the busy highroad pounding drum and bass from water damages speakers clambering onto panniers with cable ties, pretty squares surrounded by million pound houses sit in polarity to estates that at one point where unveiled beautifully but over the years left heedlessly to fall apart and lather with layers of pollution. Approaching the station wondering whether today will be a bumbling hustle of commuters streaming into fewer lanes like cars on a motorway or the peculiar emptiness of the bible preachers and busker whose attempting Hendrix cover is so out of tune it almost repels pigeons from the old lady who never seems to leave from her perch of throwing stale bread and shouting at the greedy ones. I beep my card on the reader and travel down to the northern line.

9.

Jess Dempster

London. The never quite place of trains, cars, buses and tubes. The constant road rage makes the city gloomy. The weather, constantly changing like a chameleon changes from colour to colour. The dull

clouds look down on the miserable people, full of sorrow as they come to the realization that today will be the same as yesterday, and feel responsible for others sadness because they know that the rain that come will not provide happiness as it should. The streets that normally become jam-packed are lonely, The buses, loud as ever, do not contain the passengers that they normally do, because the air that normally contains the horrible breath of the implacable people, is carrying another guest in its ship, and it is that guest that the people are hiding from in their homes with their curtains shut.

That unwelcome guest is death. It lingers in the air that we breathe, it fills the buses and trains up as they trundle along delivering its few passengers. It is woven into the fabric of our clothes as the tear drops of the maker fall on the material and disappear into the many layers of the item. It walks through a hospital and chuckles quietly to itself, hidden in a long black cloak, each thread a single person that it has taken. It argues that this despair needs to be felt but it has become selfish and has taken those who it does not need to. Death's violent behaviour floods the water that both the poor and the rich share as it makes its final stop through the hearts of the grey city, London.

Well done also to Evan Liu, Pierre McLean, Inka Burton, Mya Page, Johanna Nicholson, Rowan Muir, Noraiz Muhammed, Malaika Haider, Aleksander Oakly and Dominic Boyle.

## ENGLISH LIVE LESSONS

The English Department have started their 'Live Lesson' programme with Ms Shekar teaching a lesson on John Agard's poem "Checking out me history" which could not have come at a more timely moment.

A reminder that we will be running the following live lessons:

Mondays 10:30 Year 7

Wednesday 13:30 Year 9

Friday 11:30 Year 8

We look forward to seeing you there.

**Ms C Robinson**  
**Head of English, film and media**

**Checking Out Me History by John Agard**

**Starter:** Do you enjoy learning about history?  
What do you enjoy about it?

**Stretch:** Why do you think that British history is widely taught across the world?

**Challenge:** Recently there has been lots of discussion about the history curriculum in British schools. What has the discussion been about?

Morning Year 7!  
Have a go at these questions whilst we wait for the others to join!

Article 19.  
Everyone has the right to freedom of opinion and expression

Learning goal	Poetry
Prior knowledge/skills	Looking at a variety of fiction texts during year 7 including Shakespeare at how language and structural devices are used in poetry.
Application	To understand the importance of context when studying poetry
<b>PROUD</b>	Demonstrate an OPEN and DETERMINED attitude to poetry.

English Lesson 22nd

# DT HOME LEARNING

Students in Year 9 were given the task of redesigning packaging for something they found in their fridge or food cupboard at home. The quality of graphics work was very impressive.

Here are some examples:



This is a normal marmite jar, but redesigned for the graphics project. The initial design links back to 118 years ago when the marmite caps were metal/chrome. Marmite was used in the rations for ww1 and in prisoner of war camps for ww2 and now decades later the healthy ingredients such as 5 types of vitamins including a strong dose of vitamin B can help you combat the new fight against coronavirus. We have still maintained the tinted brown glass to protect the B vitamins from sunlight, which destroys its efficiency. In honour of the NHS and our hardest workers helping to save the nation the slogan is 'toasting our NHS workers, plus the whole design is based around the NHS. The design on the back is slightly lopsided to show that nothing is perfect especially not society during these times. This item is an exclusive and will not be in stores for long. Only sold in Britain. Freely provided to all medical facilities.

Please note- barcode on lid.

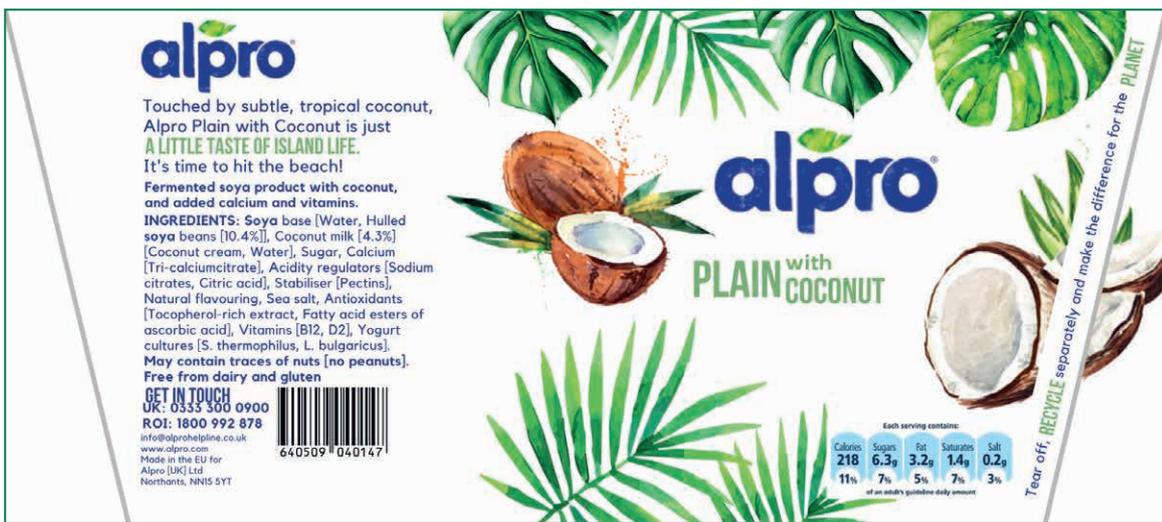


Before



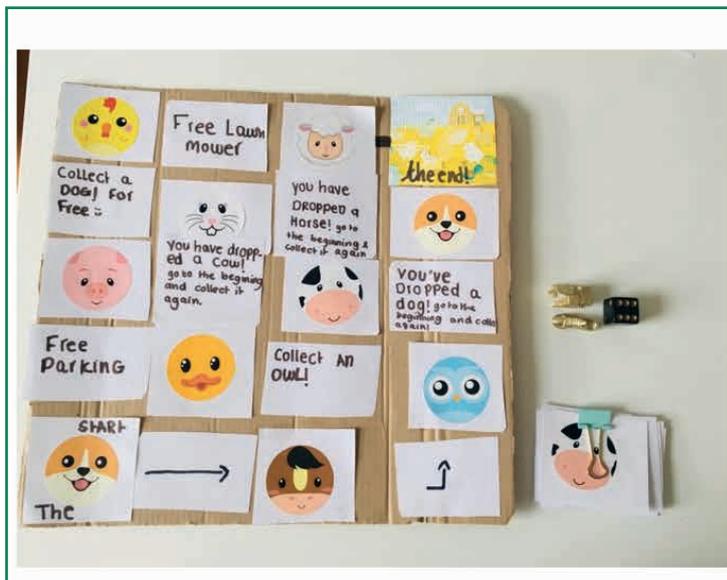
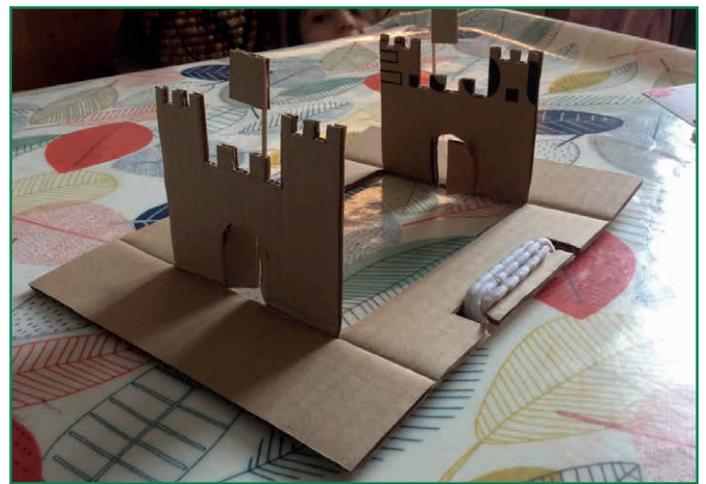
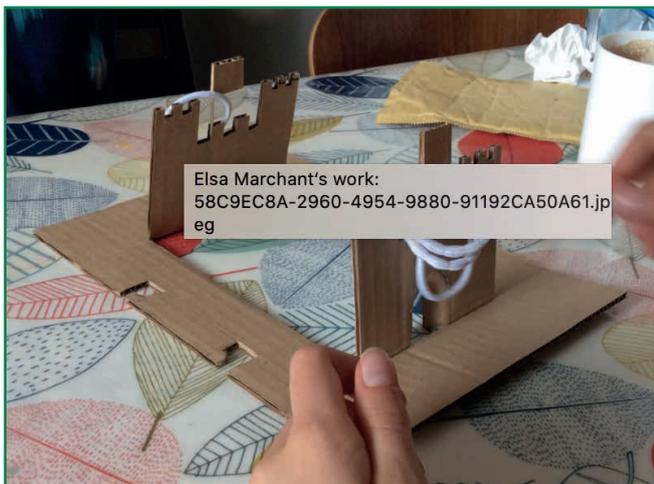
After





Students in Key Stage 3 have looking at sustainability whilst learning at home - they been designing and making games made from recycled materials. All ideas were really creative and innovative. Well done!

**Mr Wildman**  
**Head of DT/Art and Design**



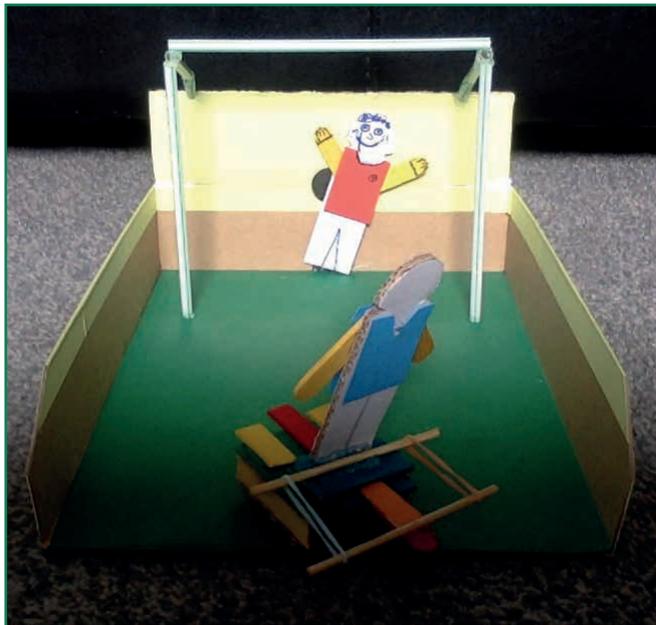
Animal fun!

This game is a fun and an intriguing game for all over the age of 4! Farms, animal, and FUN!

The aim of the game is to collect one of each animal without losing all of them, the first player to get every single pet card is the winner. But beware there will be a few set backs!

## Inventing a game – Match Box

Daniel Clark – DT



## Zombie attack!

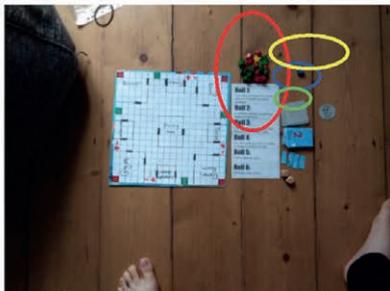
This is a game of fighting, living Or dying, and attacking or running. Do you have the wits to survive?

The **Blue** is what the fighter can do, the **Green** is what the zombie can do.

(make sure to read all the rules before Playing)

Zombies

As you can see in the picture, at the top right, you will see 9 red counters and 9 green counters, a yellow one, and a blue one. The blue one is the fighter, he is NOT a zombie, he is the one fighting all the zombies. All the red and green ones ARE zombies they are invading the fighters house and trying to kill him. The yellow one IS a zombie, it is a mutation zombie, read the paragraph titled mutations to find out more.



## Inventing a game – Dare Dice

Players throw a dice and whatever is on the top, they have to do. They can film the dare and post onto YouTube.



## YEAR 7 ART

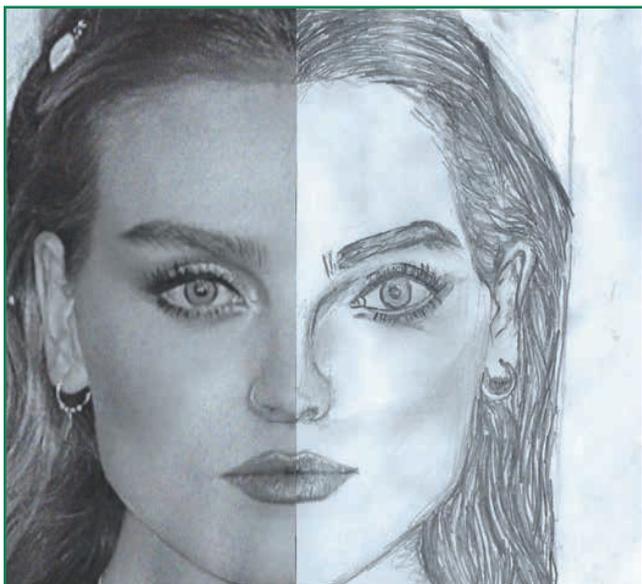
Year 7 have been practising their portrait drawing skills. Year 7 were asked to find a face and draw the other side, applying the skills that they learnt a few weeks ago about the proportions and steps to draw the facial features. See some of the beautiful pieces of work below – Year 7 I am so impressed with what you have all been up to!



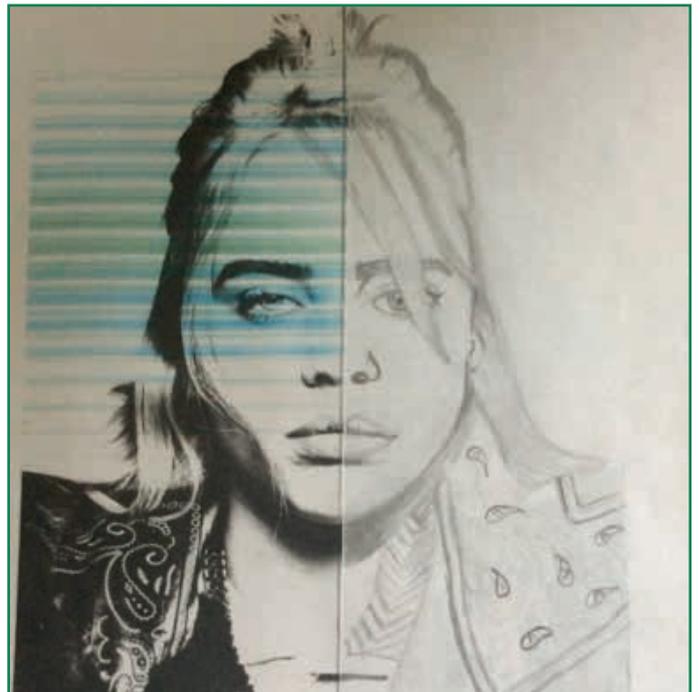
Luke Doel



Maya Basinski



Phoebe Keusch



Naima Mrisho-Hunt



Jacob Sharpington



Hugo Goulborn



Elliot Johnson

## IMPORTANT NOTICE:

As you know, at the end of Year 11, the art department exhibit all of the beautiful work that is produced over the 2 GCSE years.

At the moment this is unfortunately not possible so we are in the process of putting together a virtual exhibition for students, parents and staff to view.

Please could all GCSE students (visual, digital and textiles) ensure that they send a minimum of 3 images (selected from the work they have at home) to [mhorne@chestnutgrove.wandsworth.sch.uk](mailto:mhorne@chestnutgrove.wandsworth.sch.uk) by 30<sup>th</sup> June.

**Ms Horne**  
**Art Teacher**

## DRAMA

Students have continued to work on interpreting theatre making both directorial and design decisions. I have been so impressed with the standard of work produced and the **outstanding positivity, resilience and determination**. I would like to shout out the following students:

### YEAR 7

Rajwa Abdulaziz  
Jerry Athymartis  
Elisa Bellas  
Oskar Bellingham  
Zion Cummings  
Khaira De Souza  
Tehya De Souza  
Mia Demetriou-Kerr  
Bailey Gascoyne  
Ria Jordan-Clarke  
Aran Kennedy  
Harrison Kern  
Zofia Kopyto  
Aze Maya Koyupinar  
Lilly Lowe  
Joseph Mangham  
Elvie Paterson-Martin  
Nina Serrant  
Lara Sharpington  
Joshua Simon  
Lyra Skinner

### YEAR 8

Arthur Abusch  
Eryk Ajdinovski  
Jayden Amin  
Hannah Anderson  
Yash Babla  
Lauren Barker  
Danny Barlow  
Tinashe Bimha  
Olivia Brinton  
Jake Brookes  
Roza Dziecol  
Basma El Yamlahi  
Floyd Gillbe  
Josie Hallet  
Cerys Kanuik  
Charlotte Kelly  
Farah Kennedy  
Nicole Kwiecen  
Charles Macdonald Williams  
Isabel Morris  
Sonny Neath  
Aine O'Kane

Felix Papa  
Charlie Parsons  
Wiktoria Powietrzynska  
Olivia Ray  
Sophia Shade  
Charlotte Sutton  
Jessie Turner  
Raheem Valimahomed  
James Wong  
Anouk Zappa  
Tania Zia

### YEAR 9

Edward Andree  
Sofia Andrzejewska  
Eliza Bogdan  
Inka Burton  
Wiktor Cislo  
Jessica Creasey  
Maria De La Lama  
Jess Dempster  
Maia Ganesh  
Eliza Goulborn

William Hackwell  
Malaika Haider  
Holly Hawkins  
Jake Holloway-Hall  
Esme Jamieson-Greaves  
Lucy Keenoy  
Thea Kern  
Gabriela Kolczynska  
Karoline Lanuza  
Katrina Lin  
Evan Liu  
Megan Marchant  
Siofra Maudsley  
Alexander McDonagh  
Maria Mintah  
Aleah Morrison  
Johanna Nicholson  
Matilda Nunn  
Aleksander Oakley  
Covenant Obazee  
Benjamin Powell-Howard  
Lara Rizzolo-Blackman  
Joseph Sharpington  
Olivia Smeaton-Couzens  
Zoe Spenceley  
Charlie Summer

Ralitsa Syundyukova  
Nayara Teixeira  
Bethia Turner  
Cora White  
Kate Woods  
Eleni Wright

## **YEAR 10**

Lucy Mann  
Mia Tharia

Finally, a special shout out to Jamilla Wichmann who watched CHICKENSHED'S production of Blowin' in the Wind over the weekend and then wrote a review.

***Ms Merritt***  
***Drama Teacher***

## **OUTSTANDING WORK IN HISTORY**

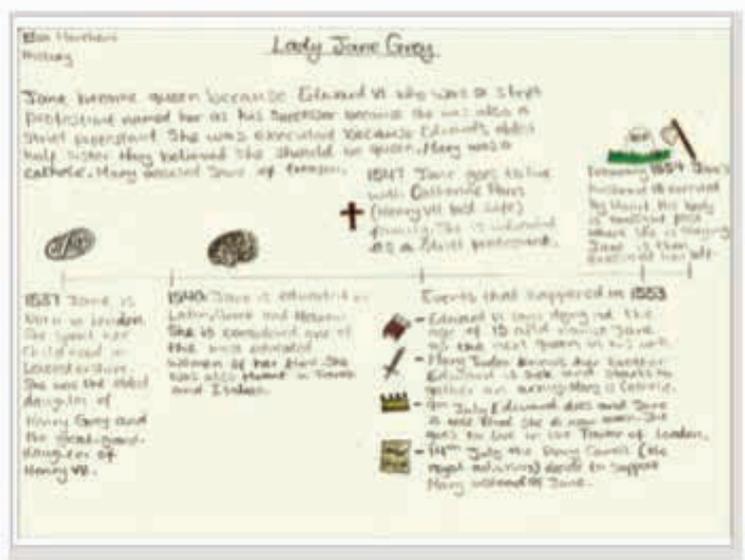
### **YEAR 7**

Year 7s have been learning about the Reformation, and have produced some amazing resources about the Tudor monarchs, including the often forgotten Lady Jane Grey.

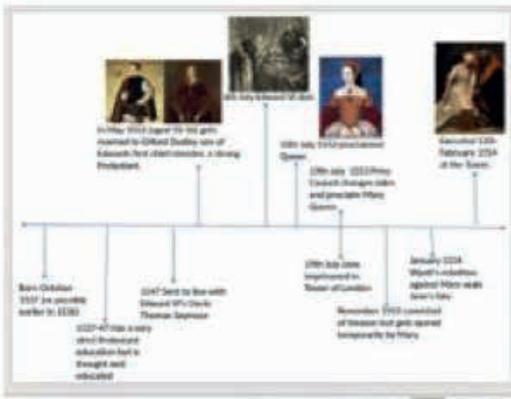
Year 8s have been engaging really maturely with their learning about Nazi Germany and the Holocaust. Some of their work has been about the impact of Nazi rule on all people in Germany.



Left - Maya Basinski

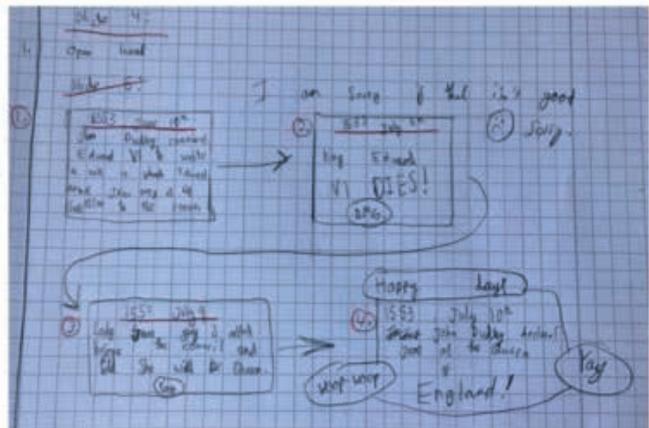


Right - Elsa Marchant



Top left – Luke Doel

Bottom right - Edie Sheldon-Ralls



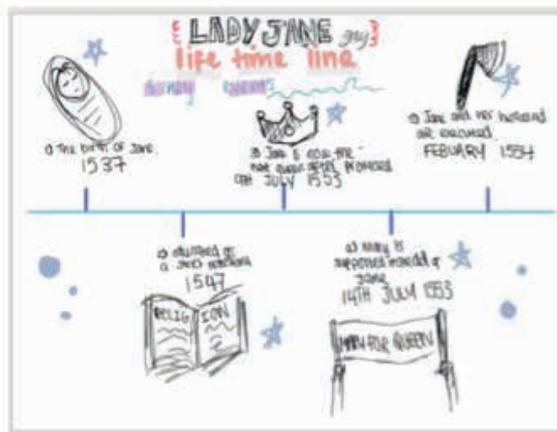
Life for arians in Hitler's Germany was very controlled, whereas life for non-aryans was very dangerous.

Aryans had privileges that non-aryan people didn't have, such as Jews were banned from sports clubs, Jewish shops were marked with a yellow Star of David and Jewish children were banned from German schools. Life for non-aryans was dangerous because many of them were sent to concentration camps and many of them were killed.

Life for arians was very restricted and controlled and they all had to follow Hitler's rules and could not speak out against him. Men had to fight and work and women had to give birth and become a housewife. It was frowned upon for a woman to get a job. Everything was controlled from the media to books and newspapers. This was because they didn't want any non-aryan people in Germany and they didn't want anybody to speak out against Hitler.

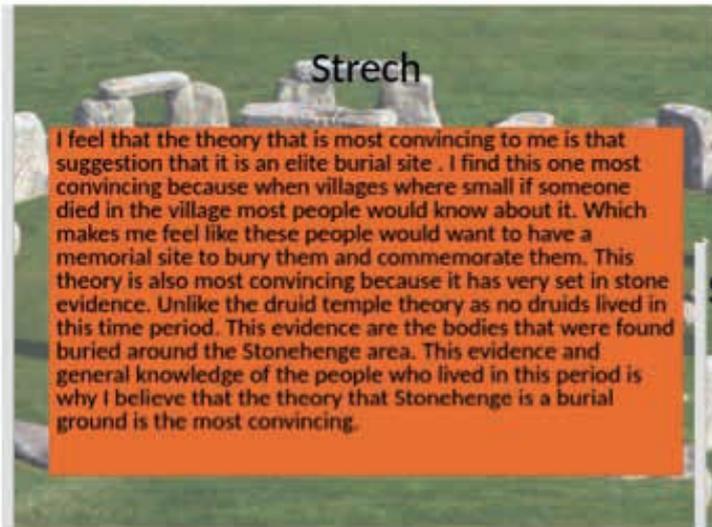
In conclusion, everybody in Germany, including arian people, lived in terror. They could not express their opinions and beliefs on what was happening during that time in Germany.

Top left – Zofia Kitlinska  
Bottom right – Elisa Bellas



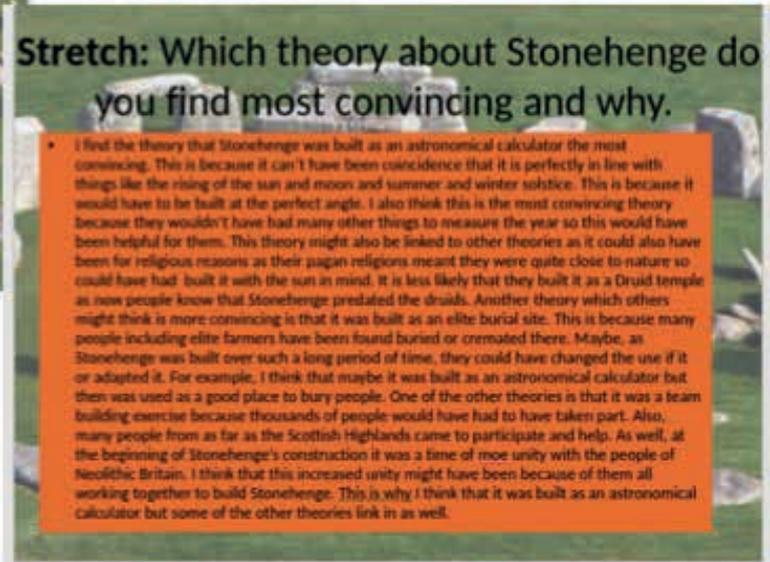
Year 9 have learning about Prehistory and these pieces of work show some of their information gathering about the purpose of Stonehenge. Students then gave their view on the most likely original intention for the structure.

Year 10 have taken to their Crime and Punishment enquiry lessons really well. Here, Amy takes us on a journey through different time periods, showing how definitions of crime changed.



Top left – Zoe Spenceley

Bottom right – Bethia Turner



# Nina Turne

Elite Burial Site	his theory seems very likely & as more more by the British team found 65 dead bodies underneath the mound and discovered that the first mound was an elite <del>burial</del> Burial Site	I think this option is the most likely option because it has the most solid evidence. /10
Ancient solar calculator	Conrad Harington has argued that exchange can be used to predict events such as eclipses. He identified 100 key points in the Stonehenge complex and argued that many were linked with the winter and summer solstices of the sun.	I think that this option is also very likely because it would be very evidence for someone to build an astronomical calculator at Stonehenge. /10
Old Temple	In the 17th and 18th century many believed that Stonehenge was built by ancient Egyptian as a store for their religious worship.	I don't think this option is very likely because it may be true but their religion I would not want to go into detail. /10
Team building	Some theories claim that Stonehenge was built as part of an annual winter solstice ritual which commemorated the winter months as 9000 people would gather on the site each year.	I don't think this I think this option is more likely to be true because this is the most evidence. /10

# Amy Wenn

Amy Wenn's most excellent adventures through time!

Today I'm here in the Anglo Saxon period, Edward the Confessor is the current king of England and is as good as over. The church is very important to the Anglo Saxons, he is really much of an 'all mighty' leader but has a good enough. Although he might want to stop up his game because there's word that there are a few people who think he's not in line to the throne. I'm a bit shocked at how 'normal' leading and selling slaves is to them. It's not really that wrong which doesn't really add up as God punishes leaders who do but at least some can try and work their way up to the other places in the social hierarchy I guess.

I'm now in the Norman period, things seem quite similar really. Churches and religion are still very important except there's the new king William the Conqueror. Some positions are that there's slaves are thought to be barbaric but which is good as it is but with the new feudal system in place it makes it impossible for people to change their status. But I think you're a bit more violent than Anglo Saxon Britain. This is mainly for because of William, he created the new feudal laws which really didn't go down well with the Anglo Saxon people. There are also a lot more harsh punishments with one being death for the people doing in the rebellions and legal by order as a way of seeing if someone is guilty or not. I really want to go back to Anglo Saxon England to be honest but we've got one more stop left.

Late medieval Britain! Again not too different to Norman Britain with the only real change being that Henry 2 is the new king and for the first time laws have started to be written down which has created continuous legal system across the whole country. Well done!

Mr Fraser,  
History Teacher

## YEAR 7 SPANISH SPEAKING ACTIVITY

Year 7 students have been learning how to talk about their free time in Spanish and they were asked to record themselves answering the question: ¿Qué haces en tu tiempo libre? (What do you do in your free time?).

It was fantastic to hear the following students giving reasons, using connectives and time expressions all with a great range of vocabulary and fantastic Spanish pronunciation! ¡Muy bien! Keep up the great work.

Ria Jordan Clarke  
Jacob Sharpington  
Harrison Kern  
Luke Doel  
Maya Basinski  
Elliott Johnston  
Samuel Garner  
Oskar Bellingham  
Teo Giles  
Hugo Goulborn  
Oscar Brent  
Reeve Flavin  
Oliver Cockle

Iain MacKenzie  
Noam Atzmon  
Zofia Kopyto  
Toby Tredray  
Elliott Hall  
Amber Gallagher  
Rani Mahmood  
Ross Whitton  
Daniel Clark  
Alfred Field

**Ms Sanz**  
**Spanish Teacher**

## YEAR 10 SPANISH SPEAKING ACTIVITY

In Spanish, Year 10 students have been learning how to talk about their local area. We have been especially impressed with the students below who recorded themselves describing their neighbourhood in Spanish, using a great range of vocabulary and variety of grammatical structures. All with a fantastic pronunciation! This is a great practice in preparation for their final Speaking exam at the end of year 11. Keep up the great work. ¡Fenomenal!

Mayokun Ajayi  
Milun Corkett  
Francis Rosenberg  
Robin West  
Dominic Ardavicius  
Matilda Mann  
Adam Dasgupta  
Lateisha Romany  
Iona Busuioc  
Cassius Liston

**Ms Sanz & Ms Ortuño**  
**Spanish Teacher**



## ACTION FOR CONSERVATION : WildWEB

Some of Year 8 and 9 might remember working with WildED earlier in the year. Unfortunately their projects got cut short because of school closure, but they have launched an online platform called WildWEB. Each week they are showing webinars. It's a new and FREE digital environmental programme for young people. If you want to learn about the environment then sign up here:

<https://bit.ly/2L3eGwi>



### Previous talks have included:

- Unboxing Throwaway Culture - I See It, I Like It, I want It, I Got It: Consumerism Unpacked
- Unstitching the Fashion Industry
- Buy, Buy #Consumption: Solutions for change

## INSPIRATIONAL GEOGRAPHER OF THE FORTNIGHT

To celebrate some fantastic geographers around the world, every newsletter we will feature an inspirational geographer. The first one is...



# Inspirational Geographers

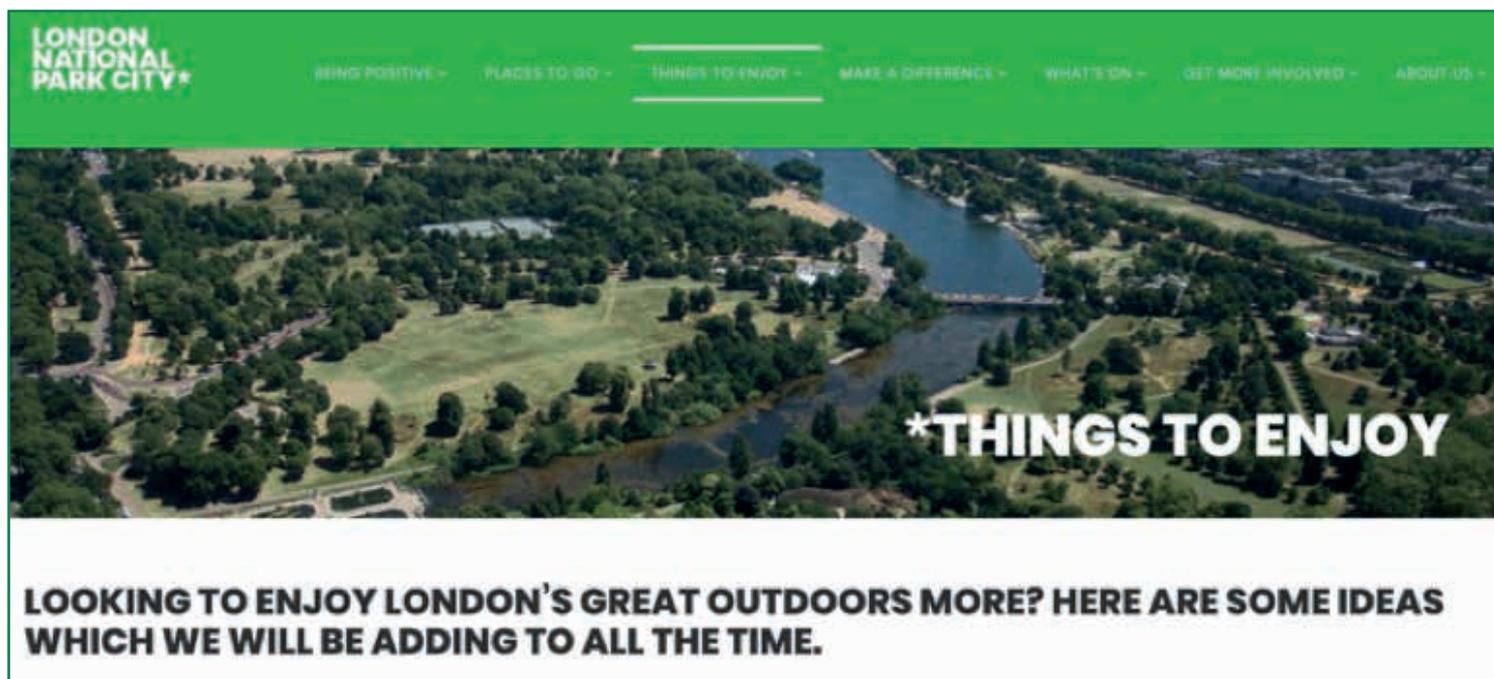


### Jane Jacobs:

Jane Jacobs was born May 4, 1916. She was a passionate social and urban geographer who helped to protect the 'villages' and urban spaces within big cities such as New York. Her training in urban geography helped understand the inner workings and failings of cities, **inspiring generations of urban planners and activists.** Her efforts to stop downtown expressways and protect local neighbourhoods invigorated community-based urban activism.

Jane Jacobs campaigned to stop cities expanding, to protect local neighbourhoods and inspired future urban planners to conserve inner-city areas. During lockdown, we have all had to stay very local to our neighbourhoods, perhaps highlighting the importance of community in urban areas. You may have even noticed that you were missing the outside and greenery! Did you know London is officially the world's first National Park City? 47% of London is green space! You can find out more about the London National Park City project and how to explore London's green spaces here:

<http://www.nationalparkcity.london/index.php/things-to-enjoy>



## LIVE LESSONS

Year 9 kicked off live geography lessons on Tuesday and we were so impressed with them! Thank you to all of Year 9 who attended the lesson. You made some fantastic contributions and demonstrated our PROUD values wonderfully. You were POSITIVE with your contributions on the chat and lots of you said thank you at the end of the session. You showed RESILIENCE and OPEN-MINDEDNESS by adapting to new ways of learning so well. You were UNIFIED by showing excellent behaviour so everyone was able to access the lesson and learn. Finally you were DETERMINED in your learning by giving contributions. Safe to say we are very... PROUD! At the time of writing this, we have not yet delivered Year 7 and 8, but we know they will be just as impressive. Thank you!

## ENVIRONMENT ART COMPETITION

Thank you to Aine O'Kane who brought this to my attention! There is a chance to win £50 if you enter into this competition.

If you do enter, be sure to send it to me so I can feature in future newsletters! Here is Aine's, which I'm sure you'll agree is brilliant!

*Ms Robinson*  
*Geography Department*

## Focus on the environment

Is there a budding artist or photographer in your home? Enter for your chance to win a £50 love2shop voucher.

### Who can enter?

There are three age groups (0-6, 7-11 and 12-16 years old) so households can submit more than one entry increasing the chances of winning.

Please note: Art competition is open to UK and Ireland residents only.

### What do I need to do?

To be in with a chance of winning, all you have to do is use your imagination to create a piece of hand-crafted art or to take a photograph that reflects the theme, 'The Environment and the Home'. For example, a chimney with a bad cough, or a home which uses energy from purely natural sources. The only limit is your imagination.

# Environment 2020

[View all previous winners](#)



## OUTSTANDING WORK IN THE SCIENCE DEPARTMENT

The students below have all gone above and beyond in completing their online science learning as well as completing extra “Science Challenge” tasks.

Y7

Alana Dias  
Khaira De Souza  
Bailey Gascoyne  
Lincoln Lewis  
Lilly Lowe  
Belle Muchmore  
Isla Nicholson  
Elvie Paterson-Martin  
Lara Sharpington  
Alice Withey  
Oskar Bellingham  
Rosa Stern

Y8

Ishraq Patwary  
Max Reynolds  
Sophia Shade  
Ahmed Haqqi  
Tai Nwaka  
Alishba Sultan  
Raphael Alabi  
Tinashe Bimha  
William Dao  
James Des Voeux  
Natalie Lambert  
Aine O’Kane  
Danny Barlow

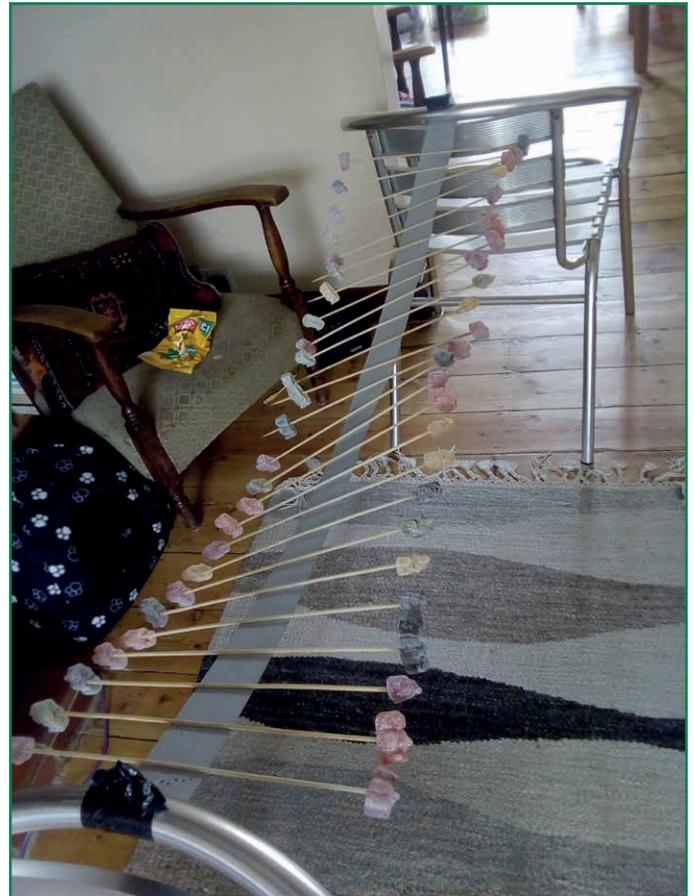
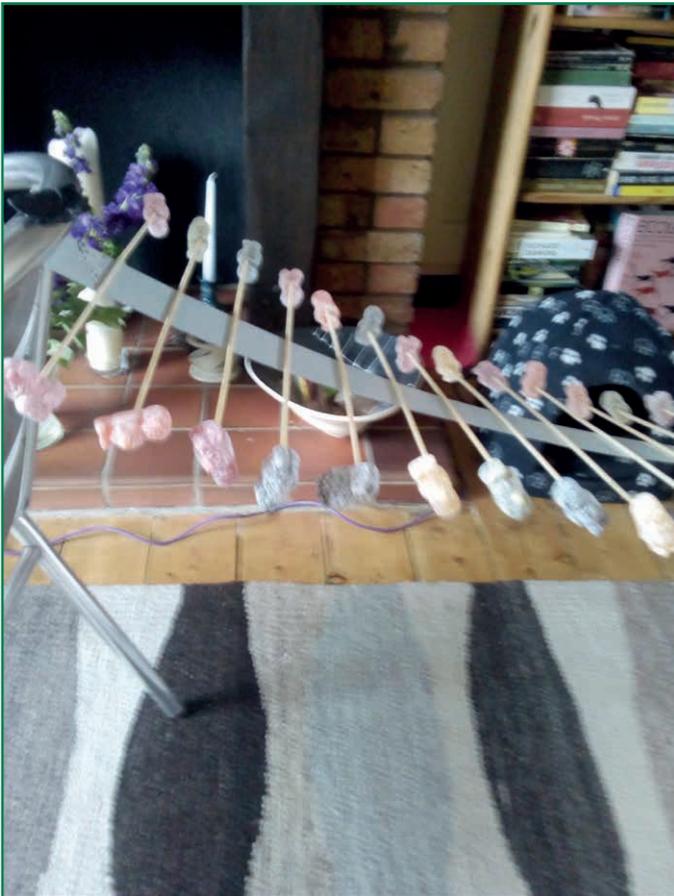
For showing determination and resilience:

Y10

Jasmin Ali  
Edward Collar  
Francis Rosenberg  
Alice Thompson

Please see the photos below of home models/experiments

Aine O’Kane’s wave model



Danny Barlow's rainbow



## A MESSAGE FOR FAMILIES JOINING YEAR 7 SEPTEMBER 2020

Firstly, welcome to Chestnut Grove. I know that this will be a very strange end to your child's time at primary school, but I hope that over the next few weeks they are able to enjoy the online transition programme that we have put together for them. We would have loved to have a 'normal' transition day, but in the current circumstances, we hope that the alternative will provide an exciting and engaging start to life at our school.

As well as completing their CGA Diploma tasks on Microsoft Teams, students will be given the opportunity to get to know their new pastoral team, do quizzes and get to grips with some of the most important aspects of life at Chestnut Grove. Now that every student has been provided with login details for Teams, it is the perfect time to get used to our online learning platform, which we will continue to use in various ways even after we fully return to school.

I would like to say a huge thank you to all who have already logged on and engaged with the resources we have posted on the 'Welcome Year 6' Team, especially to Zain Syed, Rosie Lee Maya Wheldal-Schonfrucht, Jasper Rajan-Shore and Logan Jenkins Heslop, who completed the first Teams assignment in record time - well done! There will be more activities posted on the channel every Monday, so there is plenty for students to be looking at and learning about.

Finally, to continue your preparations for September, please ensure that you have checked all the information in the letter that was sent out on Friday 19<sup>th</sup> June. This provides information on form groups, uniform and Teams, all of which is vital for your child to make a smooth start with us next academic year.

I look forward to meeting the year group properly as soon as possible.  
Thank you

**Mr Fraser**  
**Raising Standards Leader, Year 7 2020**

## FRIENDS OF CHESTNUT GROVE

This wonderful group of people know everything there is to know about Chestnut Grove Academy and spend a great deal of time supporting the school, whether it be raising funds for capital projects, organising staff and family socials or running the bar at a school concert. To find out more about the group, or to join them, please join their mailing list by completing this [short form](#) or using the QR code.

You can also join the community on Facebook by [clicking here](#) or searching Friends of Chestnut Grove.



## HEAD'S COMMENDATIONS

Headteacher's commendations are given for students demonstrating the PROUD ethos, either through behaviour or exceptional pieces of work. Any student can be nominated by their teacher. Students who receive a commendation get a certificate from the Headteacher and also receive 100 Proud Points. The following students have received commendations in the past fortnight:

### Science

Felix Papa  
Jasmin Ali  
Edward Collar  
Francis Rosenberg  
Alice Thomson  
Rosa Stern  
Jessie Turner  
Danny Barlow  
James Wong  
Jasper Rowles  
Sebastian Reynolds  
Alice O'Shea  
Aine O'Kane  
Sonny Neath  
Charles MacDonald Williams  
Josephine Le Brun  
Lorina Kurowska

Eloise Jollands  
Josie Hallett  
Bjorn Dokou  
Luke Dickinson  
Serena Anthony  
Ahmed Haqqi  
Bethia Turner  
Aine O'Kane  
Leia Paridjanian  
Polly Pearn-Lewis  
Lateisha Romany  
Isaac Jackson  
Lucy Mann  
Elliot Hall  
Olivia Ray  
Che Lola Gordon-Telez  
Ezra Paxman  
Remy Bernard  
Johanna Nicholson

### Health

Thomas Butler

YEAR 7

I hope you have received the letter from Mr Kingsley earlier in the week with the plans for a face to face session with Year 7 students. I am really excited that we have the opportunity as a tutor team to meet with Year 7 and the tutors and I are hoping as many of you as possible will take up this opportunity.

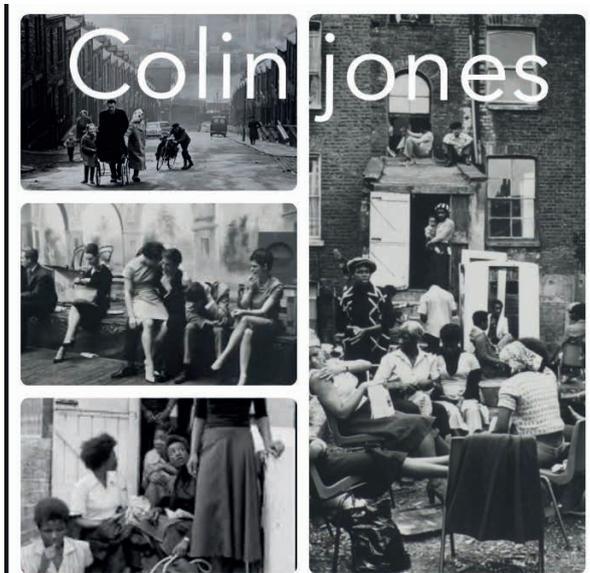
This has been another very busy couple of weeks at school. Live lessons have started and I was really pleased with the engagement, interaction and thoughtful and mature approach with which students approached these. Over half the year group took part in the first lesson. A reminder that these will be at 10.30 most days and a timetable will be shared with you in advance. Please do take up the opportunity of this more interactive and live support for your learning.

Teams and the online work remains the prominent mode of how work will be set, assessed and returned and I would ask that as we head towards the end of the school year, you continue to be as dedicated to this as you have been over the recent weeks. Do look out for the summary tests in the week of the 6th July and the summer reading and activity list in the week of the 13th July. Lots of exciting work to look forward.

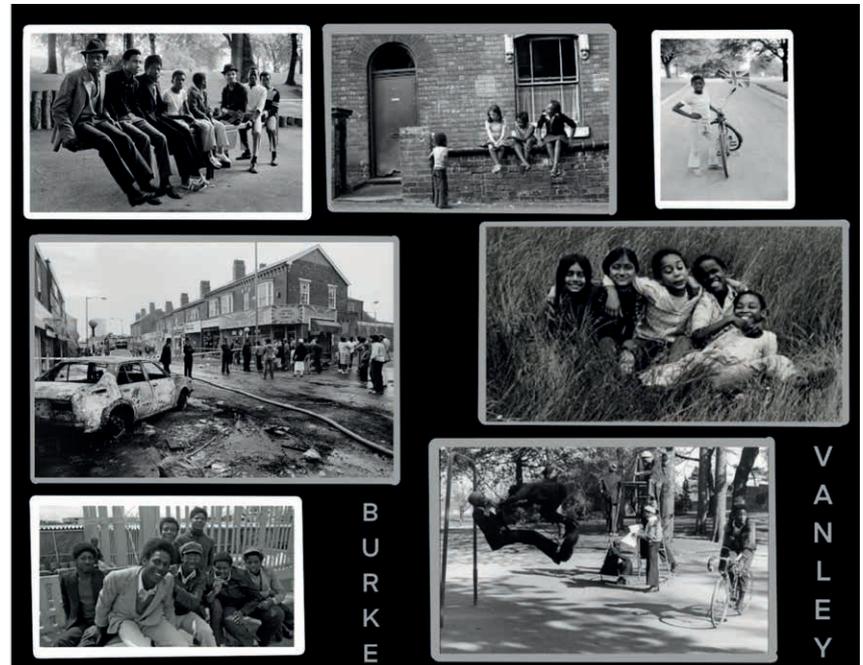
Finally I want to thank all the Year 7 students who have engaged so positively and proactively with both the systemic racism work and the Metacognition lesson posted on Teams. Once again the quality of students' responses, thoughtfulness on important topics and reflection on their own learning have been great to see.

Following the murder of George Floyd and the anti-racism protests Year 7 responded to the assembly with some excellent contributions. Please see below the photo collages of:

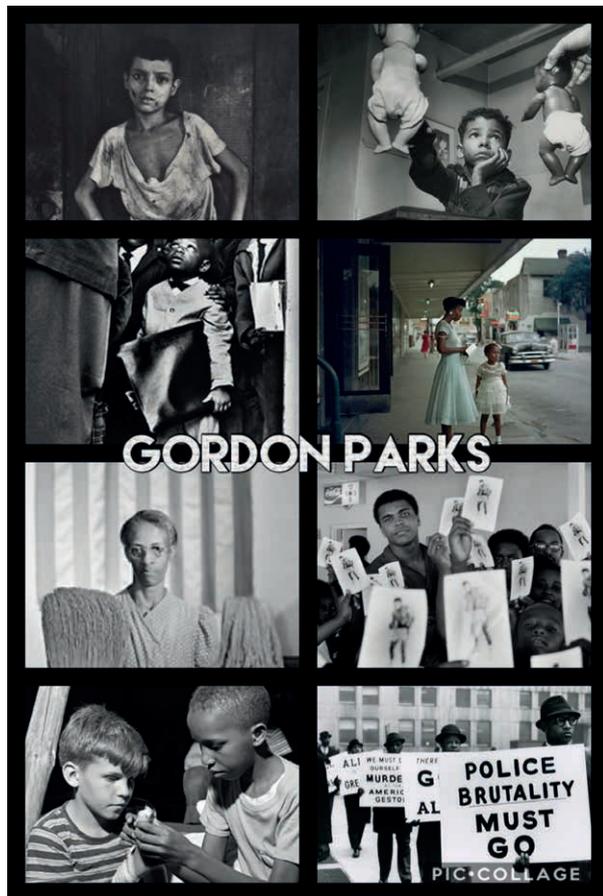
Colin Jones poster by Bella Muchmore



Vanley Burke poster by Aze Mya Koyupinar



Gordon Parks poster by Ria Jordan Clarke



James Barnor by Max Cowley



From the students work on metacognition there were so many thoughtful reflections on learning how to learn and how this has been applied to their work over the last week. Some examples include:

**Amber Gallagher** - 'I feel like compared to other places, this is a suitable work environment. I also put my phone in a different room so that I do not get distracted by that. I realized that the strategies I put in worked well for me.'

**Luke Doel** - 'I broke the task down into smaller pieces, looked back at previous learning or experience to see if this helped me decide on an answers'

**Elvie Paterson Martin** - 'This week I was set an Art task and I have used a range of different strategies to complete it. Firstly, I have drawn on some prior knowledge and have analysed some artworks from the artist we are focusing on this week. I have also spoken to a family member and we have brainstormed ideas'

**Jessica Fletcher Rogers** - 'I am aware that I worked this out by a process of elimination. I thought of all the possible ways that one could be different from the other, and I eventually realised that it was to do with structure'

**Elliott Hall** - 'I believe that this strategy has made me more efficient. In this was I am learning better because it is easier for me to keep reading information.....I will keep reading until it has fully sunk into my head therefore I am more likely to remember'

**Ryley Burrige** - 'When there is a long writing task, I go somewhere where it's quiet so I can concentrate'

more. I also like to speak my answers out loud and sometimes my thoughts so I don't forget them.'

It has been a real pleasure to continue to support this year group in Ms Sweeney's absence and I look forward to seeing them all in the last week of term for our face to face sessions.

**Mr D Collins,**

*Acting Raising Standards Leader Year 7, Assistant Head*

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## YEAR 8

I am pleased to announce that we are inviting Year 8 into school for face to face time with their tutors before the end of this term. These sessions will be held over three days (13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> July) so please respond to the link in the letter you received at the start of this week.

As a team, we are also very conscious that Year 8 have missed their parents' evening for this year. We believe that it is vital that you have some face to face time with your child's tutor to discuss your child's progress over the year and so will be arranging parent meetings to take place on the 9<sup>th</sup> and 10<sup>th</sup> July. Again, please respond to the link in the letter received earlier this week. Both Mr Collins and I will also be in attendance should you wish to speak to us.

Over the past few weeks, Year 8 and I have been discussing the Black Lives Matter movement and, in particular, focusing on what we can change in school. Students participated in a survey following a Health Lesson on the topic.

I asked students if they had heard of systemic racism before the lesson. 54% said yes, 33% said no and 13% said they were unsure.

I then asked students if they had heard the term micro-aggressions before the lesson. 63% said yes, 35% said no and 2% said they were unsure.

I asked the students if they had ever experienced racism (please note, this could be in any area of their life). 23% said yes, 58% said no, 12% were unsure and 8% chose not to say.

Finally, I asked the students if they had ever experienced a micro-aggression (again, in any area of their life). 25% said yes, 48% said no, 22% were unsure and 5% chose not to say.

Having reviewed their responses, I then set the students an assignment to clarify their learning on this topic and to use their responses to correct any misunderstandings specifically regarding the terms systemic racism and micro-aggressions. The final question asked students what they thought Year 8 could do to tackle racism. I have included some of their responses below:

**Nia Applewhaite**

Open discussion points on how people should be more careful with their words and to prevent micro aggressions.

**Rachel Fletcher Rogers**

Have more black role models presented in lessons or coming into the school

**Felix Papa**

I think that they could learn more about the BAME community in and out of lessons.

**Aine OKane**

More activities during Black History Month and more lessons on black history, even though it is our own responsibility to educate ourselves on racism it would be great if this could be addressed to the whole class as a whole.

**Farah Kennedy**

I think we could educate (for example in Health) ourselves about black history and how to be actively anti-racist. This will allow us to develop as if we have a better understanding of racism and the history of racism, we will be able to be more actively anti-racist in the future.

**Charlie Parsons**

Year 8 could have more assemblies like these ones, and maybe have an anti-racist themed comment or very small, 5-minute activity in each lesson. This would allow teachers to find new examples of how racism links to every subject and as long as it is relevant to the lesson, students can learn more about racism and how to act when faced with it.

**Cerys Kaniuk**

I think that researching about racism and finding out more by ourselves and not expecting our peers to tell us about it is an extremely good idea. Furthermore, I think that in school if someone makes a racist comment or action, or asks a person of colour a hurtful question, it should be taken a lot more seriously, and get a worse punishment.

**Josie Hallett**

We should definitely learn more about racist slur and how we shouldn't give in to peer pressure and say it to please our friends or because it's 'fun'. I want to learn more about how to identify white privilege and what to do to stop it. I hate the idea of me being treated better because I am white and me not even noticing it.

**Jake Brookes**

I think there should be more regular tutor times and assemblies about races and educating people about different races and celebrating diversity and race to get people to think more open-mindedly. To get the year group to become anti-racist, there should be a more efficient system to report racism, even if it is just a joke or a micro-aggression.

**Nami Ramos**

To learn about the less known black historical figures instead of the same ones every time

**Sienna Edwards**

Educate people more about the racism in our society and even though we can't stop it completely we can have less of it.

**James Wong**

We could educate ourselves on micro-aggressions.

**Cassidy Gattegno**

I think Year 8 and others could educate themselves so that everyone knows exactly when to call out racism and subtle things like micro-aggressions so that it can be prevented from happening in the future.

### **Mena Patel**

I think that we could design creative, bold anti-racism posters to go on display just outside our school on the fences. We could do a workshop based on research about different people of colour that have made a difference and showcase them at school. For example, in the P.E hall there could be different stations showcasing different important people of colour and then one big station about racism and how to stop and handle it.

### **Yash Babla**

I think they could make a new club, where people are can individually talk to a teacher about any racism they are currently facing or know a person who is.

### **Alishba Sultan**

All they need to do is be more careful in what they say and think from others perspective and how it might affect them. And Ms Striesow can keep reminding Year 8 until they have her voice stuck in their head :)

As you can see, and please be aware that this is only a small portion of the responses I received, Year 8 are very engaged with this topic and many of their ideas have already gone through to the staff group that are working together to tackle how we educate our children about BAME groups and the profile that they should, and deserve to have, within our educational setting.

Finally, can I draw your attention to the Summer Camp leaflet shared by Mr Collins above. Whilst it says that it is subject to government ruling, this would be a good opportunity for students to start socialising with other young people in a safe way prior to their return to school.

If you need any help or support, please do contact me or ask your child to contact me via Teams

### **Ms K Striesow**

*Raising Standards Leader Year 8*

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## **YEAR 9**

### **Live Lessons**

This week saw the start of live lessons for Year 9 with Science and Geography having taken place at the time of writing. As teachers, this is a completely new tool and as was the case on Monday, technical issues were encountered. We reviewed, debriefed and I was happy to see the next lesson on Tuesday launch successfully. We do appreciate the patience of both students and parents whilst we familiarise ourselves with this. The input from Year 9 has been overwhelmingly positive and I hope this further supports their online Education.

### **Face to face time with Year 9**

I was delighted to hear that we would have some time in school with Year 9 this year and hope you have received and replied to the letter sent out regarding the sessions with tutors in the last week. Please respond to these and whilst optional, if possible encourage your child to come in.



*Pollard, Yinka Shonibare, and Maxine Walker*



*Johnson Allen-Taylor, essay on Laurie Cunningham*

## Y9 Systemic Racism Work

Laurie Cunningham is considered to be the greatest-ever Black player to be produced from England. He had swagger on and off the pitch, was a winger with destructive pace and dribbling skills like the ball was super-glued to his feet.

As a young boy, Cunningham grew up in Islington and at 14, he was scouted by his local-club Arsenal who were 7-time league champions at the time. During this era, many clubs rejected Black footballers and saw them as impressionable thugs who were short-tempered. A coach at Arsenal told Cunningham – “We do not want any flashy football. We want give and go.” Two years later the teenager was released and was told – “You are not the right material.” Later down the line; his Sunday league coach found him a trial at Leyton Orient. Under the intelligent and disciplined management from George Petchey the young teenager was converted into, arguably, one of the best talents in the whole country.

In March 1977 he signed for West Bromwich Albion (WBA) for £110,000, a considerably big fee at the time, becoming the first Black player to represent England at any professional level. At WBA he rose to national fame as part of ‘The Three Degrees’ a trio of 3 Black footballers (Brendon Batson, Cyrille Regis and Laurie Cunningham) who brought charm and swagger to the English First Division. Their impact on English Football cannot be overlooked and ignored when racism has been prevalent within the sport still to this present day.

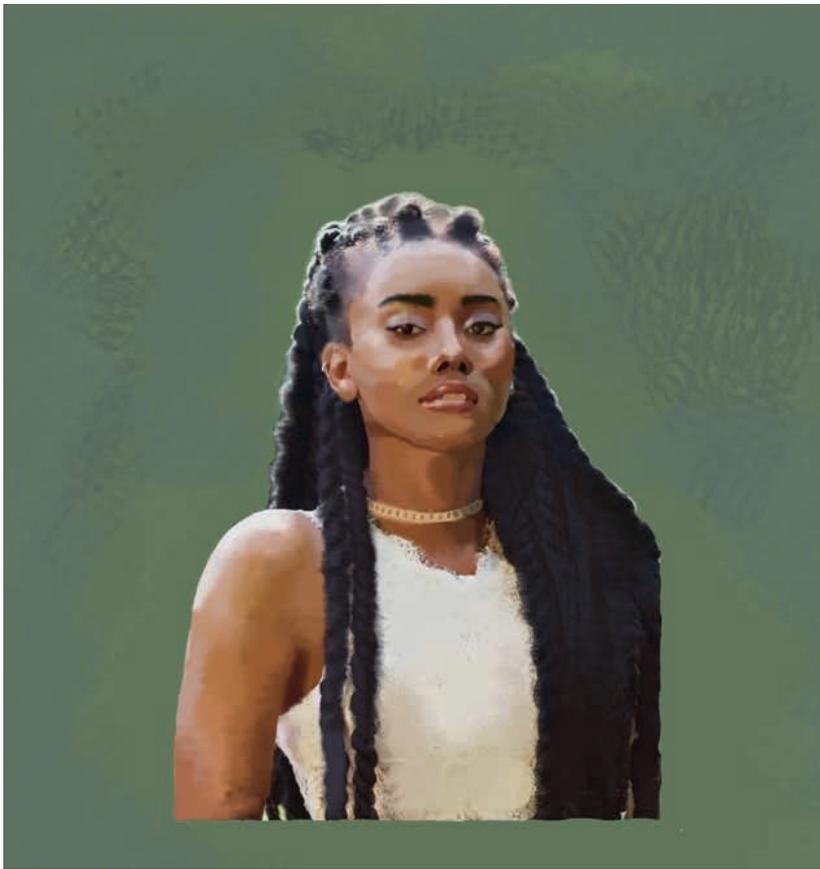
In the UEFA Cup in 1978 against Valencia he single-handedly shattered one of the best teams in the world to pieces with his smooth mesmeric dribbling ability. This match in itself got him his dream move to one of football’s most elusive powers Real Madrid who paid a club record fee at time of £950,000 in July 1979 which made him the Englishman to play for the club and the second Black player. In his first season for the club he won many trophies and had a standout performance against Barcelona, Real Madrid’s fiercest of rivals and stunned the oppositions fans and received many standing ovations from the Catalonian crowd.

On the 15<sup>th</sup> of July 1989 he was tragically killed in a car collision at the tender age of 33. This man’s legacy debunked the theory of that Black footballers could not succeed and flourish what Cunningham done on and off the pitch shall never be forgotten.

By Johnson Allen-Taylor



*Ivana Kuzmanoska, A portrait inspired by the style of Lynette*



*Yiadam-Boakye*

**Mr D O'Keeffe**

*Raising Standards Leader Year 9*

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## YEAR 10

### Return to lessons

I am extremely happy to report that Year 10's return to school over the last two weeks has gone without a hitch! There was a moment last Wednesday at 6.45am, with great storm clouds gathering, where I had a mild panic, but we managed to work out a way of getting hands washed and all students in to their lessons without anyone getting too soggy!

It must be said, however, that the main reason why this went so well was the outstanding behaviour and attitude of the Year 10 students. The tutors and teachers reported that focus in tutor times and lessons was exemplary. They did also state that students were rather quiet and some reported feeling concerned about having forgotten things over the last few months.

I would really appreciate your support in reiterating what I told them in their tutor sessions:

- Regardless of what happens over the next few months, students' results will only ever be determined through comparison with students who are all going through exactly the same thing – therefore, in the long run, their GCSE outcomes will not be disadvantaged by this situation
- If they continue to put their all in to their online learning, they could actually come out with better results than had none of this ever happened!
- They are all learning exceptional skills both in terms of their computer literacy and communications ability but also the capacity to organise their learning, working independently and building up resilience that previous generations of students never would have gained. They WILL come out of this strong learners and people.

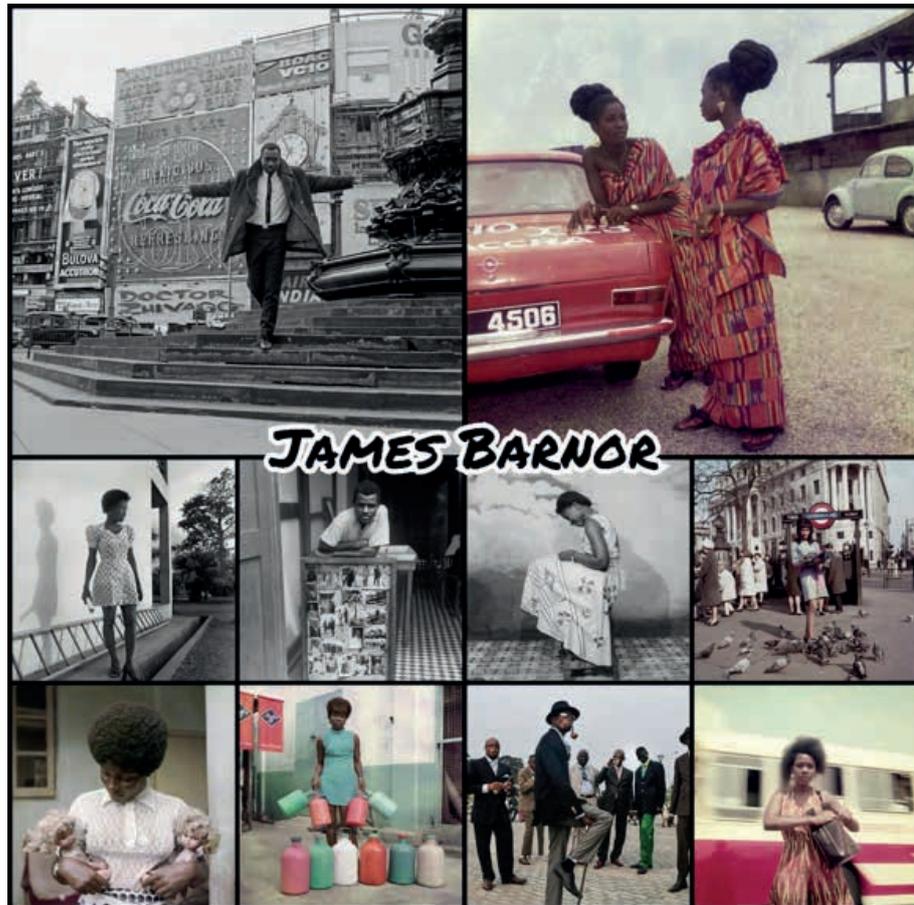
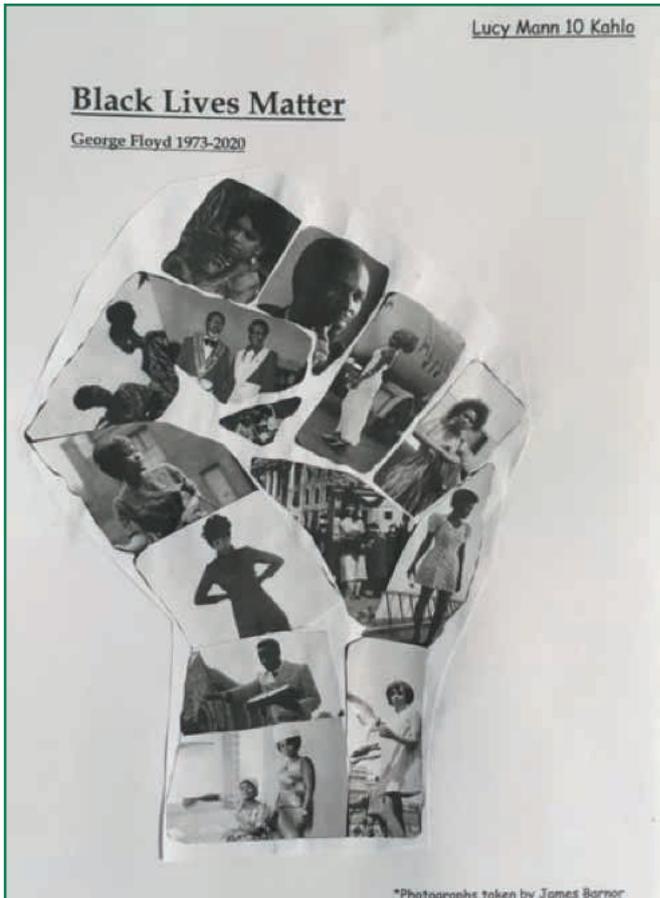
It is vital that all students remember that the vast majority of their learning will be online, whether or not they have come in to school and they must continue to structure their time to reflect this.

## Anti-racism assignment

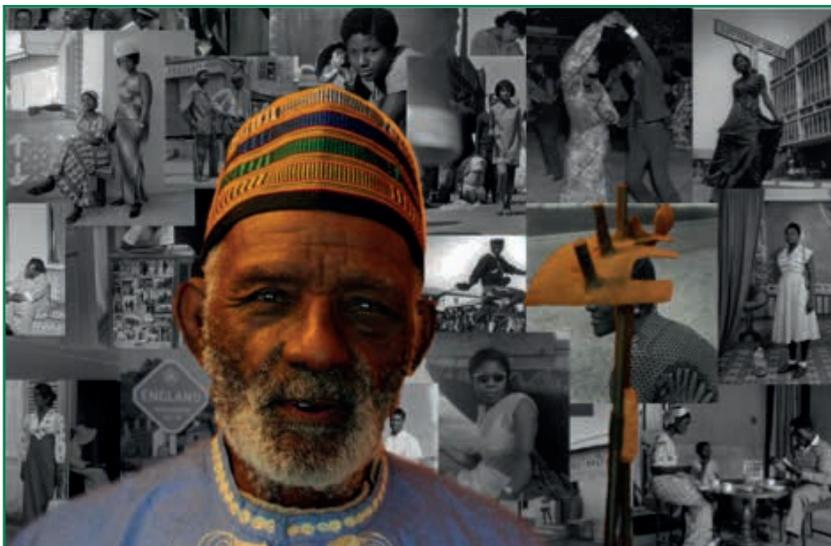
Two weeks ago, in the wake of George Floyd's murder, Ms Adams set an assignment for the whole year group to read up on different forms of racism and anti-racism and then complete their own work in response to this task. I have put some excellent examples of this work below and would like to congratulate all those who reflected on these crucial issues and created work in response.

*Charlie Barry, anti-racism Haiku:*

Segregated by,  
Ignorance and skin colour,  
We are all equal.



*Raiyah Valimahomed*



*Amy Wenn – James Barnor Collage*

*Mr G Bedford  
Raising Standards Leader Year 9*

## YEAR 11

### 'Virtual' graduation

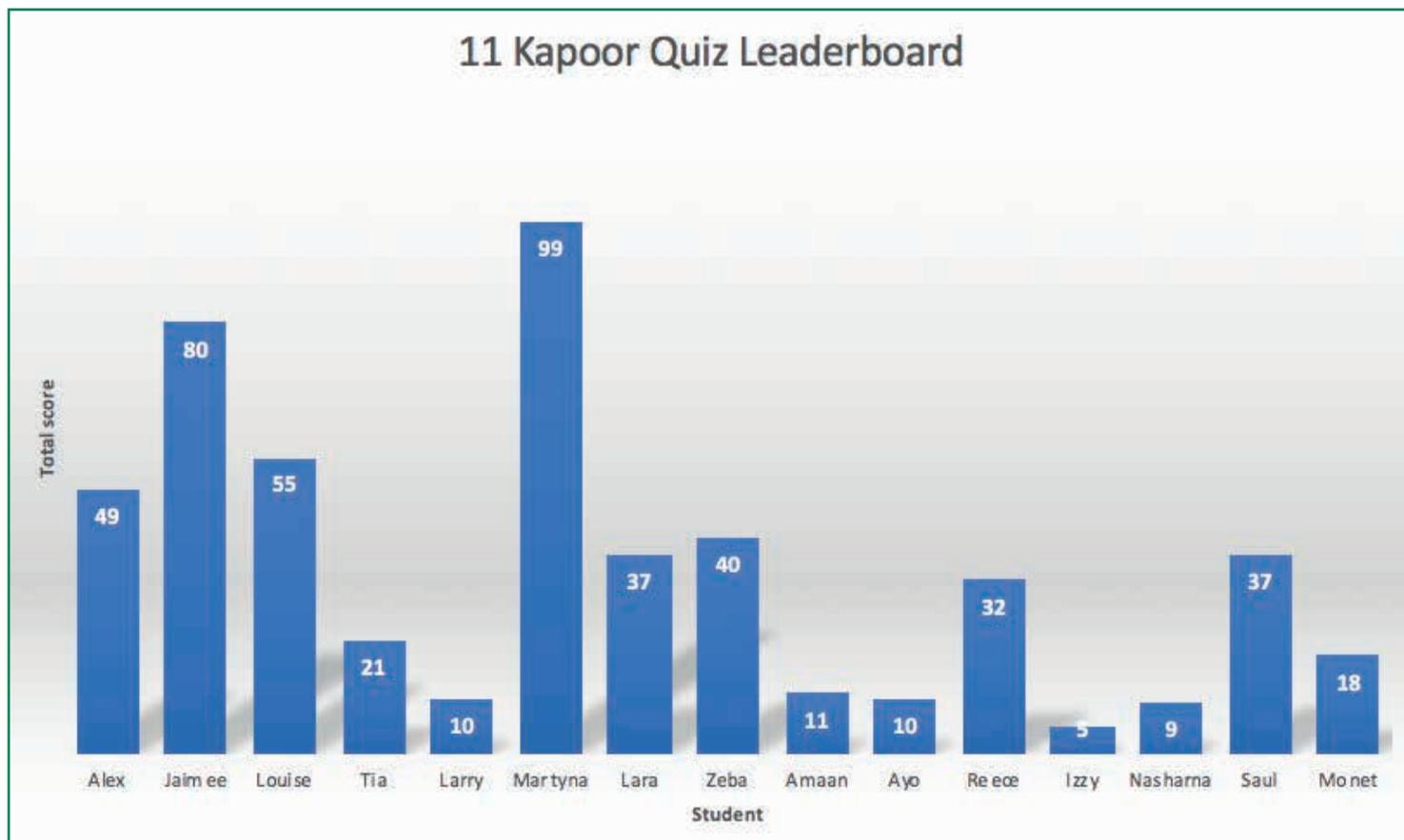
To mark the day that Year 11 Graduation had been planned to take place, we have put together a package of leaving speeches and a montage of images of selected moments over the years. This will be made available to all families from today and you would have seen further information about where to find this. I hope you enjoy the memories as much as I do. We couldn't let the day go without celebrating what your child has achieved. We will be in touch over the last weeks of term to offer further guidance on next steps and working with the Sixth Form, we will ensure that your child has a clear idea of what they need to focus on over the summer. We will of course be in touch regarding the 'exam' results your child has been awarded.



### Leavers Hoodies

The Hoodies have finally arrived and are currently on site. I've been messaged almost daily asking for their progress update, however, not being Amazon or Ebay I've been unable to give a delivery date! The plan was initially to have these distributed to your child before we broke up for the exams. For obvious reasons, your child will not be able to arrive at school without first being invited in to collect their hoodie. Once a system has been agreed, this will be communicated home and you will be able to collect them.

## Kapoor Quiz Leaderboard



### Tutor one on one communication

We are in the process of ensuring every child has heard from their tutor directly. Please make sure your child takes advantage of this opportunity to engage with their tutor before the end of term and use this vital contact to channel any questions they may have about next year.

**Mr B McCarthy**

*Raising Standards Leader Year 11*

## Sixth Form Induction News & Year 11 into Year 12 Transition Work

Following on from the letter I sent to prospective students about the cancellation of the Sixth Form Induction Day, which had been scheduled for Tuesday 23rd June, I can now elaborate further upon what the plan is to mitigate this cancellation.

Our plan is to make all **Sixth Form specific materials** available on both the school's website and on MS Teams (including our updated Sixth Form Course Guide, Prospectus and Sixth Form Student Code of Conduct). Additionally, we will make **subject specific transition work** available on both the website and on MS Teams (including a copy of the exam board syllabus and mode of assessment/weighting of units, the actual transition work to be completed ahead of enrolment in September and a suggested reading list that students should dip into before course commencement).

My suggestion is that all Sixth Form specific enquiries that any prospective student or parent may have should be addressed directly to Ms Lee, Deputy Head of Sixth Form, and I. We are contactable via email on: [sixthform@chestnutgrove.wandsworth.sch.uk](mailto:sixthform@chestnutgrove.wandsworth.sch.uk) Subject specific enquiries should be directed to the relevant Head of Department, who better understands the nature, structure and mode of assessment of the course they are responsible for delivering. Email addresses for Heads of Department will appear next to the transition work which their department sets.

The ambition is to have this up on the school's website and on MS Teams by the first week of July (Wednesday 1<sup>st</sup> July), and I have requested Heads of Department send me their transition work by the end of this week for us to upload as appropriate in readiness for us to launch.

I am conscious that some prospective students and families have already asked me about the Sixth Form enrolment process, and even about GCSE results day. As Government policy regarding social distancing is changing at time of writing, I am keen to avoid saying anything now which we subsequently have to change later. However, we are mindful that flights to foreign countries are now becoming available and I appreciate that you may wish to know exact dates and details. I will write formally to you regarding enrolment in the coming weeks, but as a general rule of thumb Sixth Form enrolment (for internal Year 11 students returning) normally takes place during the first week of the new school year, in the Autumn Term.

No student can enrol into the Sixth Form without an enrolment meeting, accompanied by a parent/carer, to clarify our expectations, to check GCSE grades match the requisite course entry requirements and to sign off the Sixth Form Student Code of Conduct (both student and parent must sign at the enrolment meeting). Dates and times for these meetings will be finalised shortly (all being well) and will be distributed to parents by Debbie Sturrock, Sixth Form Administrator.

I trust you'll understand that we are doing all that we can to keep you informed of Sixth Form transition arrangements in what are very challenging circumstances.

Thank you for your continued support. I really appreciate your kind words and patience.

## Year 12 Higher Education & Apprenticeship support

Following last week's focus on UCAS/Apprenticeships for returning Year 12 students, I write to inform all Year 12 students and families that we are making all support materials available on MS Teams.

I am currently setting up a Higher Education/Apprenticeships Channel for Year 12 students to check regularly for further updates, ppt. presentations and any other relevant materials which may prove helpful.

I remind Year 12 students that I did set two ppt. presentation assignments on MS Teams before half-term, which must be viewed and actioned without delay. **Year 12 students need to be undertaking a vast amount of research now to inform their next steps after Sixth Form, and I should like to remind all interested parties that a student's failure to plan ahead now cannot become our emergency in September.**

The start of term in September is always hectic, with a new Year 12 intake and associated workload issues, with preparation for Open Days, with the Oxbridge/Medics UCAS deadline of 15<sup>th</sup> October and with the Sixth Form Passport to complete and parent-tutor evening to prepare for. This is before we even consider what state we may be in with Covid-19 by then. **We simply will not have time to catch up if a student has done none of the preparatory legwork in terms of researching university courses/apprenticeship applications.**

**Each Year 12 student must return to school in September with at least a draft of an effective UCAS personal statement/apprenticeship supporting statement if they are to be competitive in their applications. They will significantly disadvantage themselves if they return to school without one.**

Student destinations after Sixth Form was a particular focus for Ofsted when they visited in January 2019, and much work has gone into improving the future life chances of our students after they leave us. But no student is 'entitled' to walk straight into a plum position. Like everything worth having in life, you've got to work for it!

So, best Year 12 students get active, research and plan ahead now while they still have the time. If they don't, others will!

***Mr J Taylor***  
***Deputy Head/Head of Sixth form***