

Chestnut & PROUD

Article 6 : The right to life & Article 24 : The right to health

Date:23 April 2020

Issue No: 105

MESSAGE FROM THE HEADTEACHER

Dear Families,

It feels strange to be saying welcome back after the Easter holidays when many of us are working from home and most of our students haven't stepped foot in Chestnut Grove for many weeks, but it is important to acknowledge the start of a new term and I certainly hope that you managed to have some sort of break over the Easter fortnight. This is certainly a start of term like no other I have experienced but it does now feel like we are all getting into the rhythm of home schooling, supported of course by my wonderful team of teachers and support staff. We will continue to keep you informed of how our home schooling resources will evolve over the coming weeks.



Fundraising

We have all been completely overwhelmed by the support of the Chestnut Grove community in reaching out to those of you who are struggling in these challenging times. I am PROUD that we have been able to support our children and their families in this way and believe it is evidence (if ever it were needed) of your generosity and community spirit. I would like to say a particular thank you to Lone Olsen (Chair of Friends of Chestnut Grove) Sharon Noble (Development Manager) and Violeta Fabiani (Assistant Headteacher) who have thrown themselves into fundraising activities with great enthusiasm and with considerable success. Thank you to each and every one of you who has contributed financially, by donating equipment or by sending words of encouragement. So far we have achieved the following:

- We have received numerous laptops and devices which our IT team have cleaned and which have then been distributed by staff on bikes;
- The Friends of Chestnut Grove campaign has received over £4000 in donations;
- Our crowdfunding page (<https://donatemyschool.com/chestnutgroveacademy2116>) has raised in excess of £11,500 and we have increased our target to £15,000.
- We have received more than £3000 in donations, grants and resources from local business and organisations.

Work is now underway to use these funds to support the local community and you should have received a letter last week outlining how these funds can be accessed.

Celebrating home-learning

While I am all too aware of the challenges of home-schooling (teaching your children is much easier than teaching my own!) there are certainly upsides as we all learn just what our children are capable of and how resilient they can be. I hope that this newsletter will give you a sense of the learning that has continued at home and celebrates the achievements of all of us (parents included!). Do take the time to read it and enjoy finding out whatever everyone has been up to.

You will have seen in an e-mail from Ms Davies earlier in the week that there are two new exciting online resources available to everyone for free. The resources are high quality and will help you in planning learning time at home:

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

<https://www.thenational.academy/>

Social-distancing

I would just like to take this opportunity to remind you of the importance of social distancing. I understand how difficult it is to entertain teenagers for weeks on end, particularly when the weather outside has been so wonderful, but it is vital that all children adhere to the government guidelines, which essentially relate to only leaving the house for exercise with family members for one hour a day. Children should not be meeting up with friends, however tempting that is, either outside in the park or at each other's homes. It is vital that we all adhere to the social distancing guidelines so we can all return to school safely when the government decides the time is right.

Covid 19 advice for parents when child is unwell or injured

Please find below a guidance document from the Royal College of Paediatrics and Child Health. This information is not currently easily accessible to parents and carers, as the usual places of display such as GP surgeries and clinics are not offering their usual face-to-face appointment service.

Best wishes,

Christian Kingsley, Headteacher

Advice for parents during coronavirus

Whilst coronavirus is infectious to children it is rarely serious. If your child is unwell it is likely to be a non-coronavirus illness, rather than coronavirus itself.

Whilst it is extremely important to follow Government advice to stay at home during this period, it can be confusing to know what to do when your child is unwell or injured. Remember that NHS 111, GPs and hospitals are still providing the same safe care that they have always done. Here is some advice to help:



RED

If your child has any of the following:

- Becomes pale, mottled and feels abnormally cold to the touch
- Has pauses in their breathing (apnoeas), has an irregular breathing pattern or starts **grunting**
- Severe difficulty in breathing becoming agitated or unresponsive
- Is going blue round the lips
- Has a fit/seizure
- Becomes extremely distressed (crying inconsolably despite distraction), confused, very lethargic (difficult to wake) or unresponsive
- Develops a rash that does not disappear with pressure (the 'Glass test')
- Has testicular pain, especially in teenage boys

You need urgent help:

Go to the nearest A&E department or phone 999



AMBER

If your child has any of the following:

- Is finding it hard to breathe including drawing in of the muscles below their lower ribs, at their neck or between their ribs (**recession**) or **head bobbing**
- Seems dehydrated (dry mouth, sunken eyes, no tears, drowsy or passing less urine than usual)
- Is becoming drowsy (excessively sleepy) or irritable (unable to settle them with toys, TV, food or picking up) - especially if they remain drowsy or irritable despite their fever coming down
- Has extreme shivering or complains of muscle pain
- Babies under 3 months of age with a temperature above 38°C / 100.4°F
- Infants 3-6 months of age with a temperature above 39°C / 102.2°F
- For all infants and children with a fever above 38°C for more than 5 days.
- Is getting worse or if you are worried
- Has persistent vomiting and/or persistent severe abdominal pain
- Has blood in their poo or wee
- Any limb injury causing reduced movement, persistent pain or head injury causing persistent crying or drowsiness

You need to contact a doctor or nurse today.


Please ring your GP surgery or call NHS 111 - dial 111

The NHS is working for you. However, we recognise during the current coronavirus crisis at peak times, access to a health care professional may be delayed. If symptoms persist for 4 hours or more and you have not been able to speak to either a GP or 111, then take your child to the nearest A&E



GREEN

If none of the above features are present

- You can continue to provide your child care at home. Information is also available on NHS Choices
- Additional **advice** is available to families for coping with crying of well babies 
- Additional **advice** is available for children with complex health needs and disabilities.

Self care

Continue providing your child's care at home. If you are still concerned about your child, call NHS 111 - dial 111

A MESSAGE FROM JUDI DUMONT-BARTER, CHAIR OF LOCAL ACADEMY COMMITTEE



A HUGE THANK YOU, to you all. I am proud and grateful for our responses to this crisis. Many friends with children at other schools are amazed at the level of support we have been able to provide to your children and your families.

While this is a collective thank you to all our staff for the way they have supported the curriculum, pastoral undergirding and massive fundraising efforts; I want to say a special thank you to Mr Hepworth and his IT Team. The technological underpinning they have provided has made so much possible. This ensures that our children can continue their learning, stay in touch with form tutors and meet virtually with their friends and peers. I know that none of this was plain sailing and I am very grateful for their perseverance and patient handling to iron out glitches and continually, thinking through creative solutions.

I want to echo Mr Kingsley's message. Please stay safe and remind young people that even though they cannot see this virus, it does not mean that it does not exist. My greatest wish is that we return to school and life (some what changed), but with some semblance of how it was before and that ALL children, their families and staff return healthy and renewed from this extraordinary experience.

Judi Dumont-Barter
Chair of Local Academy Committee
Chestnut Grove Academy

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

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.

In order to help our families hard hit by Covid-19, we have started a fundraising campaign, which can be accessed via the following link:

<https://donatemyschool.com/chestnutgroveacademy2116>

The campaign has been incredibly successful, which shows how compassionate and supportive we are as a community. We have managed to raise in excess of £11,500 and increased our fundraising goal to £15,000. This money will be used to provide food vouchers and cover other essential needs of the families who require urgent support.

We would like to thank all of you on your generosity and heart-warming comments, some of which you can see below. Chestnut Grove staff are proud to serve such a caring community!

You're an amazing school with great committed, passionate teachers. Thank you for all you do.

Well done and thank you to the staff for caring, and very best wishes to the children and young people.

We will get through this together and there are many of us in this school community who are here to help you and your child.

Great school. Great cause.

All the best and Chestnut Grove staff members do keep up the excellent work.

PROUD to support the Chestnut community.

Please continue to support the campaign; your help is absolutely invaluable and is reassurance in these challenging times that we will overcome this together!

If you feel you need emergency support from the school, please contact your child's Raising Standards Leader or Ms Fabiani.

Ms Fabiani
Assistant Headteacher

RESOURCES TO SUPPORT FEELINGS AND WELLBEING

Before the Easter holidays, I shared the attached well being pack with parents of students who have EHCPs, however I think that some of these resources might be useful for other students with special needs and actually for all students who may be finding the current situation difficult to cope with. I have included a number of ways that feelings can be explored with the students and I hope that everyone will be able to find something helpful in there.

Ms Bradley
SENDCO

Article 31: The right to leisure, culture and play

It is important that we stay as active as possible during these difficult times. It has been excellent to see so many students sharing their physical activity with us, some even encouraging parents to join in with them! We have seen a wide range of examples from PE with Joe, students designing their own home workouts and gym routines and even details of Strava runs and cycles that students (and families have taken).

We appreciate that it can be hard to be active in limited space and facilities and we have tried to provide a range of activity examples that can be done at home. To be clear we are not marking or judging the quality of the activity that students are doing, we have set assignments that we hope will motivate students and help track progress of personal physical activity. As a PE department we would just like all students and, if possible, families to be active, in a way that works for the individual.

Below is a summary of the guidance for exercising that we should all keep in mind:

- Stay local and use open spaces near to your home where possible – do not travel unnecessarily
- You should only go outside alone or with members of your own household
- Keep at least 2 metres apart from anyone outside your household at all times
- Gatherings of more than two in parks or other public spaces have been banned and the police will enforce this
- If you have a garden, make use of the space for exercise and fresh air
- Take hygiene precautions when you are outside, and wash your hands as soon as you are back indoors

Below are some examples of ways that you might be able to be physically active during this time.

The School Games Active Championships

This is a national activity campaign to help young people across the UK to #StayInWorkOut using the video-based platform powered by TopYa!. New challenges will be available every Monday, Wednesday and Friday to engage with.

Primary and secondary-aged children can join the School Games Active Championships at any time with free active challenges being set via videos within a designated School Games version of the TopYa! Active app. All they need to do is download the app, register as a player and type in the Invite Code 23880.

Full details can be found here:

<https://www.yourschoolgames.com/coronavirus-support/school-games-active-championships/>

The Daily Mile at Home

We would like to introduce all families across the to The #DailyMileAtHome. This is the same scheme that some of you may know from primary school. Using the current government guidelines they have revamped their programme and put together some challenges aimed at families. Have a look at their websites for ideas if this interests you.

<https://thedailymile.co.uk/at-home/>

NHS Homework out videos

<https://www.nhs.uk/oneyou/for-your-body/move-more/home-workout-videos/>

Home Court app

This is an iOS only app which is currently free until the end of the month and has interactive games to develop basketball skills. Some of the activities just need a ball, others can be completed in your home with no equipment.

<https://www.homecourt.ai/>

Mr Tobin
Head of PE

DUKE OF EDINBURGH

I hope this message finds you well.

Please encourage your son/daughter to check the Bronze, Silver or Gold group in Microsoft Teams regularly - I have posted several messages over the Easter holidays and it is the easiest way for us to communicate.

Expeditions:

Unfortunately we have had to postpone the first Bronze & Silver expeditions of the year and currently I am unable to confirm whether or not the trips planned for later this term will be able to run. I will update you as soon as I know more.

Volunteering, Physical & Skills sections:

Depending on the level of award students have been working on, these sections last for durations of 3, 6 or 12 months and should be continued at home where possible. However, in many cases it will not be possible to continue with the original activity during lockdown measures so please encourage your son/daughter to change to an activity that they are able to do at home. They are able to do this on their edofe account.

For example if you were doing football training for 6 months for the physical section and had completed 4 months you could change to fitness (home-based exercise) and continue a further 2 months to complete the section. Log into your account and complete the "activity change request" naming Mr Hallsworth as your new Assessor. Each week upload text evidence stating what exercise you have completed in the week (totalling at least one hour). I will write an Assessor Report for the new activity and the football coach can add their Assessor Report for the initial activity.

Many skills can be continued at home but if you need to amend, "reading" would be an easy option to change to. Weekly evidence could be a reading diary in which you explain what you have read this week (chapters read/plot etc).

The volunteering section is more challenging to complete at home but there are several activity ideas on the D of E website, in the D of E with a difference section. www.dofe.org

If students have completed their section but are not able to meet their assessor to get the Assessor Report filled in please contact the assessor and ask them to submit their report via the edofe Assessor Report portal or email it to me directly and I will upload it. It is very important that the report includes the following:

START & END DATES OF SECTION
ASSESSOR'S NAME, ROLE & CONTACT DETAILS

Thanks and stay well.

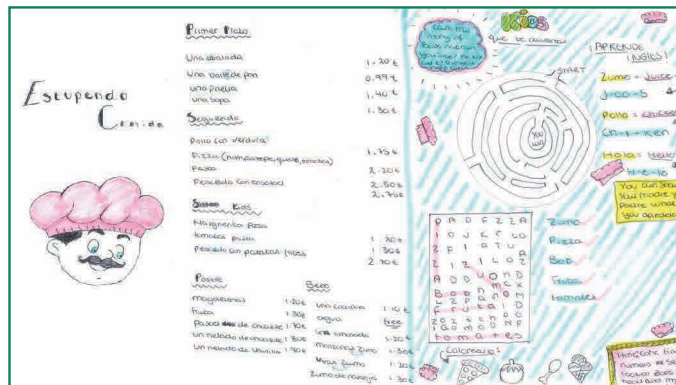
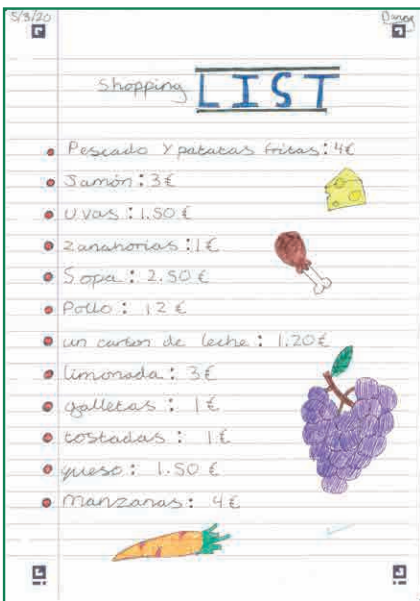
Mr Hallsworth
Duke of Edinburgh Lead
jhallsworth@chestnutgrove.wandsworth.sch.uk

PRE - LOCKDOWN NEWS

Spanish restaurant menus

Before Easter, Year 8 Spanish students were learning about food and ordering food at a restaurant. As a homework, the students had to design their own restaurant menu, in Spanish. They have been incredibly talented with this homework and have been awarded head's commendations as you will see later in the newsletter. It is lovely to see students get enthusiastic about using the language in a creative way! You can find some of the best menus below. ¡Qué rico!

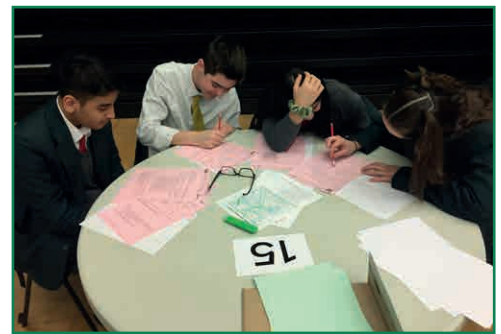
Ms Mignon
MFL Teacher



Year 10 Maths Feast

On Friday 6th March two teams took part in the ASMP Maths Feast at Thomas Tallis School. Both teams showed fantastic determination and resilience throughout the competition, testing both their problem solving and their teamwork skills with four rounds of questions including a relay and an unseen content round. Both teams scored really highly and every student was a real asset to their team-mates. I am also very PROUD to say that one team won two of the four rounds, outscoring 15 other teams.

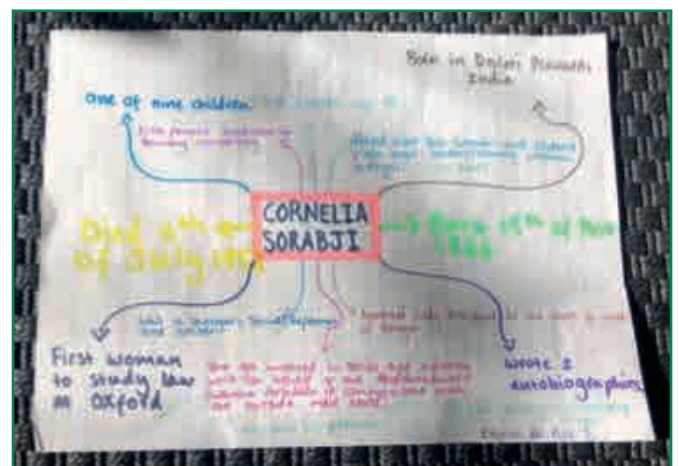
Ms Minall
Maths Teacher



History - Black Victorians

Before school shut, we collected in homework from Year 8 about black Victorians. This homework is set as part of our approach as a department to try and challenge students in their assumptions about the past. Here is a sample of some of the excellent work we received.

Ms Adams, Head of History





Excellent Geography!

A little overdue, but I wanted to celebrate some amazing work by Year 8. Their assessments on 'Can there be a sustainable future for the planet?' were outstanding and I was very proud of everyone's efforts! Most of the posters are at school so I can't access them, but I have got some pictures of a few excellent examples below:

Aine O'Kane

Jago Toyloy

Josie Hallett

Thank you to all students in Year 8 who put in lots of effort, I wish I had more to show you!

Ms Robinson, Geography Teacher

CAN THERE BE A SUSTAINABLE FUTURE FOR OUR PLANET?

Climate change

One of the most important and most dangerous environmental issues is Climate Change. Climate change - also referred to as the Climate Emergency - is caused by greenhouse gases, such as methane and carbon dioxide, trapping heat from the Sun within Earth's atmosphere. Greenhouse gases are produced from a variety of places/things, for example energy producers that dig up fossil fuels release carbon dioxide into the environment. This has increased due to the growing population and higher demand for energy. Greenhouse gases are also produced by cars which is extremely dangerous as humans overuse cars and other vehicles. Humans have overbred cows to kill for beef (the growing population makes a higher demand) but whilst doing so, it introduces so much methane into the atmosphere. This climate change causes extreme weather events such as floods and wild fires, as we have seen in Australia recently.

in conclusion

In conclusion, our world faces many environmental issues - such as climate change, plastic pollution, air pollution - and in order to prevent, adapt to, and reverse these issues we need to work together to make global solutions. It's been said that we have 12 years to change our ways before climate change can be stopped. Some ways to stop the climate heating are switching to green energy or 'making' school streets. Green energy is by far the most sustainable solution, it is environmentally friendly and a global solution. Humans need to control the growing population and put in place more green energy sources. Plastic manufacturers should slow down and recycling systems put in place where needed.

Green energy

One of the most sustainable ways to tackle climate change is to swap to green energy. Green energy would be things like solar panels, wind energy or hydro-power. Green energy is very environmentally friendly as there are no fossil fuels or dangerous emissions involved. Green energy can support enough people if there are enough sources (e.g. enough solar panels) however it can be expensive and the expenses will only go up as the population grows. Another flaw to green energy is that a lot of materials and efforts have to go into the manufacturing of green energy sources. However, I think that unlimited energy, environmentally friendly energy and clean energy is worth the resources and efforts put into green energy.

plastic pollution

Another environmental issue is plastic pollution. This has been caused by the overmanufacturing and overuse of plastic. In poorer countries, it's cheaper to buy goods - such as shampoo and sauces/spices - in small, single use sachets. These poorer countries are also less likely to have a reliable recycling system so this waste ends up in rivers. Once the plastic reaches the ocean, it strangles wildlife, is ingested by wildlife and damages plants, along with many more impacts. For example, 170 small pieces of plastic were found inside a bird chick in New Zealand. In order to have a sustainable future we need to cut down on plastic and what we do throw away needs to be recycled. I hope that humans will discover a way to save our oceans.

beach clean-ups

In hopes to clean up years and years worth of plastic pollution, communities hold beach clean-ups (sometimes even as a social event). Some ways this helps the issue is that you are removing dangerous deaths and the disturbing of plants and other parts of nature. However, a problem with this solution is that it only stops the problem locally - not globally - and even then only for a short period of time. A way to solve the plastic pollution problem globally and for a longer amount of time would be to stop, or at least slow down, plastic manufacturing. If we controlled the world's population, we could slow down plastic production as there would be a lower demand. We could also give LICs better recycling systems and schemes.

air pollution

Another environmental issue is air pollution. This causes issues and even for children. Cars and other dangerous gases gather up making emissions. Factories also emit these dangerous gases and this will only rise as the population grows and more factories are built to keep up with high demand of goods (ties in well with plastic pollution). As I said previously, air pollution levels can become extremely dangerous and cause a number of health issues, especially for little kids. For example, air pollution can increase asthma in children to the point they need medical help from a hospital. As the world's population grows, more and more people will drive cars, emitting more and more into the earth's atmosphere.

school streets

re, climate change climate emergency is the most dangerous to mankind. Experimenting now to reduce greenhouse gas emissions, one way is 'school streets'. School streets are when a school closes a road or roads before and after school, encouraging students to walk or cycle to school. This not only reduces gas emissions from cars but also reduces kids exposure to dangerous chemicals in the air that can cause permanent damage. However, in comparison to all the emissions every day, this is only a tiny step in the right direction. If we could encourage people to use less and less vehicles, perhaps we could reverse our mistakes.

RGS YOUNG GEOGRAPHER COMPETITION

On the note of outstanding posters, I am hoping that lots of CGA students will consider submitting entries to the Royal Geographical Society's Young Geographer of the Year competition - 'The world beyond my window'. I have seen what Year 8 are capable of in terms of poster making, and I know other years will be able to produce something excellent too! Details of the competition can be found here: <https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2020-competition/> and I will be uploading some support to Microsoft Teams for all students. This will be optional, and if you have any questions please contact me through chat on teams.

Ms Robinson, Geography Teacher



RGS Young Geographer of the Year Competition 2020!



This year's Young Geographer of the Year competition gives you the chance to explore the potential that Geography holds! Although we are confined to our homes right now, we would like you to explore your wider geographical horizons. So the title this year is

'the world beyond my window'

The deadline for all entries is Tuesday 30 June 2020 at 5pm

To enter you need to produce an **A3 size poster**. This can be hand-made (then sent electronically via a scanned copy or photograph) or using PowerPoint, Word, Publisher or PDF etc. **Your poster must be accompanied by an entry form.**



All entries should address this year's theme and must meet the following criteria:

- Excellent attention to spelling, punctuation and grammar
- Use of accurate geographical terminology
- Clearly labelled and appropriately acknowledged sources, including diagrams, charts, maps or images
- Accurate use of symbols, scales and keys,
- Original and independently produced—class sets of identical entries will not be accepted or entries which have copied information from other sources, such as the internet
- If produced electronically, please use a minimum font size of point 10



RGS Young Geographer of the Year Competition 2020!



Key Stage 2 Criteria (pupils aged 7-11)	Key Stage 3 Criteria (pupils aged 11-14)	Key Stage 4 Criteria (pupils aged 14-16)
Describe one or more geographical ideas. Use at least one annotated image, diagram, chart or map.	Describe two or more geographical ideas. Use at least two annotated images, diagrams, charts or maps,	Describe three or more geographical ideas. Use at least three annotated images, diagrams, charts or maps.

****Please note that given the coronavirus situation, all entries and entry forms can only be submitted by electronic copy, scan or photo to YGOTY@RGS.ORG.**

OUTSTANDING ONLINE GEOGRAPHY LEARNING

A huge thank you to all students who have taken the new way of learning in their stride and are completing work to a high standard. We appreciate the difficulties that some families are facing during this hard time, and your excellent effort and thoughtful pieces of work are testament to what amazing and committed geographers you all are. So we just wanted to say a BIG thank you to parents and students for making this happen, we are very PROUD! Emails will be coming home to students that go above and beyond!

GEOGRAPHY EASTER PROJECT

Thank you so much to all of those who got involved with the Easter Geography Project to create your own weather stations. There were some outstanding projects showing lots of effort and commitment - we are very impressed! Special shout out to the following students who uploaded pictures to teams of their efforts, very well done!

Year 7

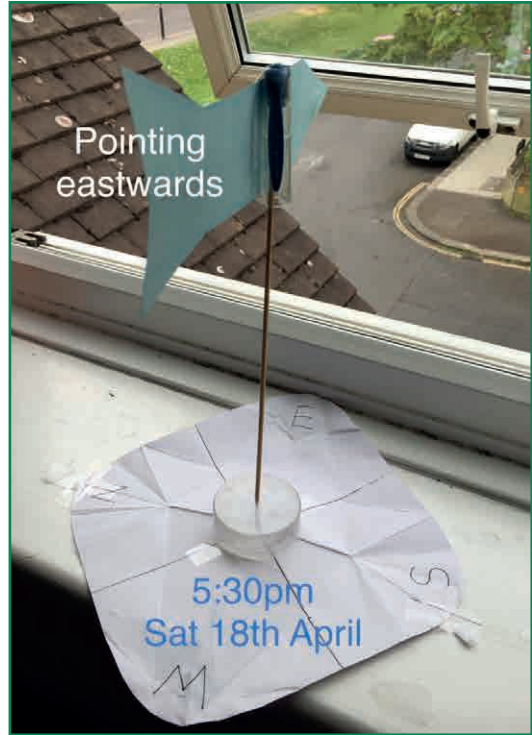
Layla Sarroy
Thomas Butler
Jagoda Szkup
Noam Atzmon
Marcus Bego
Isaac Marshall
Zofia Kopyto
Rajwa Abdulaziz
Rosa Stern
Emaan Mohsin
Danae Perez-Murata
Joshua Simon
Lewis Lincoln

Year 8

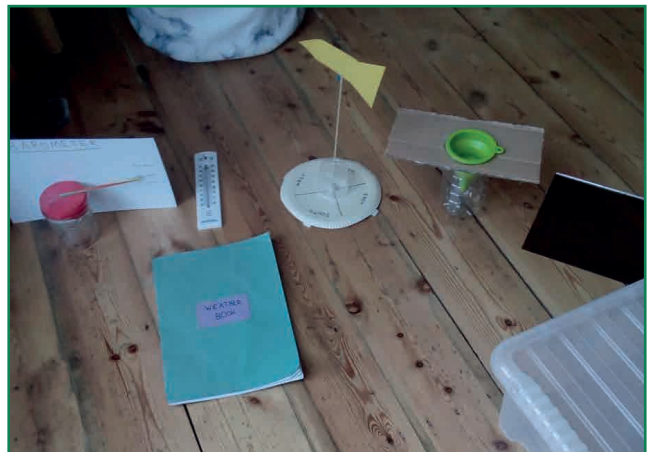
Josephine Le Brun
Aine O'Kane
Basma El Yamlahi

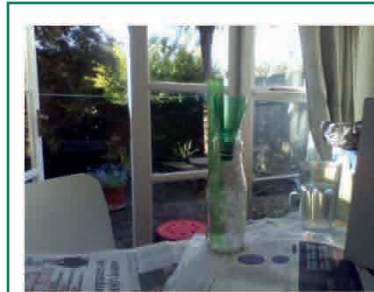
Year 9

Euan Kilbane
Maia Ganesh
Benjamin Powell-Howard
James Azzopardi

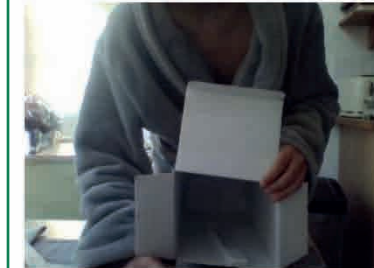


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Windmill	10	10	10	10	10	10	10
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Barometer	1010	1010	1010	1010	1010	1010	1010
Thermometer	10	10	10	10	10	10	10
Windmill	10	10	10	10	10	10	10
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Barometer	1010	1010	1010	1010	1010	1010	1010
Thermometer	10	10	10	10	10	10	10
Windmill	10	10	10	10	10	10	10
Thermometer	10	10	10	10	10	10	10





Rain gauge with ruler.



Stevenson screen with thermometer.



Weather Station

GEOGRAPHY EMOJI COMPETITION

Something to fill some time at home? Can you work out the countries from these emojis?!

And finally... something extra for keen geographers young and old. Each week we will be releasing geography enrichment challenges on Teams. Look out for these challenges to enrich your geographical knowledge!

Ms Robinson, Geography Teacher








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10:36

Be an #ExcellentGeographer

20th April 2020

What could you do this week to improve your geographical knowledge and understanding?

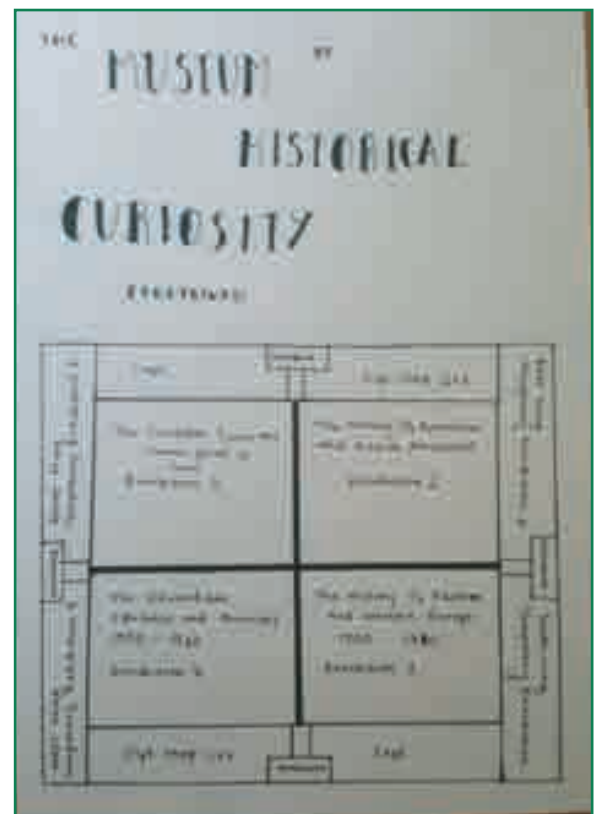
Watch 	Read 	Listen 														
<ul style="list-style-type: none"> • Wonders of the Monsoon – Monday – Friday 9am, BBC2 • The Brecon Beacons – Monday 7pm, BBC2 • Race across the world – Tuesday 7pm and Sunday 8pm, BBC2 • The truth about Amazon – Tuesday 9pm, 4 • Expedition Volcano – Tuesday 9pm, BBC4 • The Lakes with Paul Rose – Thursday 7pm, BBC2 • The River Wye – Thursday 7.30pm, BBC2 • Coast – Saturday 8pm, BBC4 • Countryfile – Sunday 6.15pm, BBC1 • Wild Arabia – Sunday 8pm, BBC4 	<ul style="list-style-type: none"> • Megadrought in USA - https://www.bbc.co.uk/news/science-environment-52312260 • UK forests - a good idea? https://www.bbc.co.uk/news/science-environment-52200045 • Romanian's flown in to help UK fruit demands - https://www.theguardian.com/environment/2020/apr/17/british-workers-reject-fruit-picking-jobs-as-romanians-flown-in-coronavirus 	<p>Can Africa cope with Corona Virus?</p> <p>Some countries and some sections of society may fare better than others, but the worry is that many African countries simply don't have the tools or resources to stand up to this pandemic. Or might there be some lessons learnt from the Ebola outbreak which could help?</p> <p>https://www.bbc.co.uk/sounds/play/m000hdc4</p>														
Country of the Week 	Egg Challenge 	Trivia 														
<p>This week it is Thailand, complete the key facts below!</p> <table border="1" style="width: 100%;"> <tr><td>Flag</td><td></td></tr> <tr><td>Population</td><td></td></tr> <tr><td>Capital</td><td></td></tr> <tr><td>Birth Rate</td><td></td></tr> <tr><td>Death Rate</td><td></td></tr> <tr><td>GDP</td><td></td></tr> <tr><td>Famous landmarks</td><td></td></tr> </table>	Flag		Population		Capital		Birth Rate		Death Rate		GDP		Famous landmarks		<p>Turn an egg into a Geographical piece of art!</p> <p>Could you draw a world map onto the shell, or bake a cake in the shape of a geographical landform? Could you make some brilliant Geographers in egg form?</p> <p>Be as inventive or creative as you can!!</p>	<p>Where in the world is this?</p> <ol style="list-style-type: none"> Two thirds of this country is mountainous and mostly 500m above sea level. The official language is German, with 88% of the population speaking it as their first language. This country is bordered by 8 other countries. I am home to Europe's second longest river, the Danube. 
Flag																
Population																
Capital																
Birth Rate																
Death Rate																
GDP																
Famous landmarks																

HISTORY - EASTER PROJECT : MUSEUM DESIGN

Over the Easter holidays students were set the challenge of designing their own museums in their houses. The idea was to pick topics that are often not included in the education system. Nina Serrant in Year 7 designed fantastic museum which included various exhibitions, I have included some pics below to give you a sense of her creativity.

THE EXHIBITIONS

- The exhibitions I have chosen for my museum are:
- The crusades from an Islamic point of view (exhibition 1)
- The History of the Commonwealth of Dominica and Native Americans (exhibition 2)
- The History of Eastern and Western Europe from 1700 – 1990 (exhibition 3)
- The Edwardians in Britain and America from 1900 – 19290 (exhibition 4)
- As well as this, there are four undecided temporary exhibitions that would change throughout the year. Some of my ideas for these exhibitions are the history of sport, the history of books, writing and poetry, the history of golden age detectives and the history of different famous cities around the world.
- Also, there are two cafes and a two gifts shops. One of the gift shops sells things to do with exhibition 2 and 3 and the other gift shop sells things to do with exhibition 1 and 4.



SCIENCE : CHESTNUT AIRWAYS HAS LAUNCHED

Roman Jeune (8 DaVinci) was busy testing out his “Chestnut Airways” planes on the green in our paper aeroplane competition in school over Easter. We also made different rotocopters and investigated their flight times by launching them from the Sixth Form study. Great Science work Roman!

***Ms Holmes and Ms Brooke
Science Teachers***



CHESTNUT21

Covid-19

This last few weeks have really shown our school's unique community spirit and its status in the local community, as we have come together to support those that need it most. The Friends of Chestnut Grove led a campaign to get donated laptops for students that could not access one for home-working – this then involved the IT team at school in 'cleaning' and uploading software and teachers delivering them on pushbikes. As well as the laptop donations they launched a campaign on Virgin Money Giving raising a further £4,000 for the cause. Huge thanks to this wonderful PTA and the parents/friends that supported – we are extremely lucky to have them.

Following this, Ms Fabiani led the idea to set up a school crowdfunding page to provide emergency assistance to our families where required – this reached £10,000 within a week which is incredible. A process is now underway to help the families that need it, and families that are in need can request the help via their RSLs.

We have also received a small grant from 'Neighbourly', and been allowed to use some of our existing funds from BBC Children in Need and also had some very generous donations from businesses and individuals locally.

As a school we are fairly unique in our 'call to action' and we would like to thank everyone who has helped in any way.

Other News

This term we were supposed to be doing a lot of 'greening' of the grounds by planting wildlife friendly plants with the Eco-Club and Study Incentive Club, and investigating the opportunity for a small pond. Sadly, we are unable to – but the work continues from afar! Clare from the Creative Allotment who has done a lot of work with our students, has improvised small pots for the seeds that were due to go in, and is growing them at home to keep them flourishing until we are able to be back onsite and plant them!

Ms Noble
Development Manager



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:

Spanish

Danny Barlow
Aine O'Kane
Josie Hallett
Alishba Sultan
Sonny Neath
Lorina Kurowska
James Wong
Daisy Knights

YEAR 7

Welcome to the final term of Year 7, I cannot believe how quickly the time has gone. It seems like just a few weeks ago I was meeting you all for the first time and yet in just a few weeks our lives and school lives have totally changed. As we start the new term, you will hopefully be aware of changes to our online learning platform Microsoft Teams, which we hope will enable students to continue their learning in a more streamlined fashion. For Year 7 the main difference will be that each department will now only set one hour of work per week. As always, we are keen for feedback so please do contact me if you have any suggestions on improvements or positive feedback that I can pass on to my colleagues.

At the time of writing, all Year 7 tutors have arranged a virtual tutor time for their tutor groups to take place during this week. I have heard wonderful feedback from these and I hope that your child engaged with this and enjoyed speaking to their classmates, albeit in an unfamiliar way. We hope to make these tutor time chats a regular feature and so I would appreciate if you can encourage your child to be logged in to Teams at the date and time scheduled when the tutors communicate these to you. If your child requires support with Teams, please email our support line: support@chestnutgrove.org.uk.

I have also thoroughly enjoyed receiving e-mails from your class teachers who have been sharing with me the excellent work you have been submitting and it is lovely to see some of the images of this work in the newsletter. Over 90% of the cohort are engaging fully with Teams – I am so PROUD of your resilience and adaptability and how you are stilling demonstrating your excellent attitude to learning through this new process – please keep this up.

Finally, I never got the opportunity last term to publicly congratulate individual Year 7 students for their contributions to our wider school community. Last term I asked each tutor group to plan and deliver an assembly for the year group. Sadly, we didn't get to enjoy all five of them but we were lucky enough to hear from 7 Turner on Thursday 12th March who prepared an assembly on diversity and engaged us all with stories of people who have overcome disabilities to achieve greatness. Thank you to Hayden and Khaira for writing the assembly and to Elvie, Isla, Alice, Bailey and Rajwa for delivering it so confidently. That same evening I attended "A Night at the Movies", the annual Chestnut Grove Dance Show. I was mesmerised by the performances and very impressed by the professionalism of all involved. Well done to Ollie, Maia, Emaan, Jessica, Gabija, Sasha and Isla. I did not know that would be the final school event I would attend this year but I am so glad to have finished on such a high!

I hope you are all staying safe and well, if you have any questions or wish to contact me please do so via email at csweeny1.212@lgflmail.org. If students need to contact me, or just want to say hi, they should send me a private chat on Teams.

Miss C Sweeny,
Raising Standards Leader Year 7



YEAR 8

Whilst we are, sadly, still living in the world of virtual education, I do hope that you and your children took some time over the Easter Holidays to relax and focus on something other than the completion of assignments on Microsoft Teams, and enjoy some time together with the people with which you live.

However, this week we have returned to the new world of online schooling and students should now be back on Teams completing the tasks set by their teachers. I can assure you that over the Easter Holidays, staff have been working hard to prepare interesting and engaging work for your children and that the systems are now better in place to support your child's education. New assignments for this term have been uploaded and there is a lot for your child to work on.

In terms of continued Pastoral Support, your tutors have emailed you regarding a class chat time. This is a set time during the week when your children can chat to the other students in their tutor group and their tutor, and discuss anything they wish. I do hope your child engaged fully in this and took time to interact with their peers and join in with a conversation. Please also make sure that you have taken time to read the curriculum letter that was shared in that e-mail.

I will continue to be online every school day to not only chat to your children, but to also engage them in other ways. Quizzes will continue to run, and I have really enjoyed the level of interaction, engagement and community this time chatting with students has enabled and I do hope that more students and families will participate in the quizzes and chats – it has also been lovely to welcome students from other year groups via their siblings and even some parents have been testing their knowledge on a wide range of general knowledge categories!

Please do engage fully with the Teams platform, using the chat function to talk through assignments with your teachers and discuss feedback from turned in pieces of work as you would in your normal face to face conversations at school. This formative feedback from staff, and your individual engagement with this will be key to furthering the learning that has been set and your embedding and deepening your understanding and knowledge of the new topics being learnt. I am also so encouraged by what I see in this newsletter and with the amazing work you continue to complete. I love when I hear the ping of my e-mail, and it is another one of your teachers telling me how PROUD they are of students within their year 8 classes and singing your praises.

It's important at times like this to remind our young people that they are still part of a much wider community that loves and cares for them and that we are all here for them. To that end, if you have any ideas as to what else I can do to support your children, please do let me know. I am incredibly PROUD to lead the Year 8 tutor team and year group at Chestnut Grove and have been impressed with the resilience and maturity with which they have embraced and adapted to the new way of working and connecting. I also know that this change may have brought challenges for either them as individuals, or you as a family. To this end, if there is something that may be worrying you or your child or that you have heard on the grapevine that may be worrying other members of the year group, or have something that you would like to discuss, please do get in touch.

I am also very aware that more and more of you may be having IT issues. I am part of a family of 5; my husband is a teacher as well as me, and all of my children are school age. We have struggled over the past few weeks with only having one laptop and I know that many of you are in a similar position. If you are struggling as well with a limited amount of IT equipment, please do email me as soon as possible as school may well be able to help you with this. Saying this, I have been overwhelmed by the stories of creativity, ingenuity and intelligence as you have shared your fantastic working from home success stories

with me and within your group chats this week. You are a really dynamic and versatile group of young people and these skills that you are learning, not only through the work, but through your adaptability and courage in challenge, once again prove to me how lucky I am to be working with you.

Collectively, as a tutor team and a school body, we miss being in school. We are teachers because we love the interaction with young people, seeing them grow and develop on a daily basis over a period of 5 or 7 years is an absolute pleasure and joy. I am thankful that whilst this current situation means I cannot fulfil my vocation in full, this is, and will be, only a temporary situation (albeit longer than we would wish). Keep well, keep in touch and enjoy the range of new and exciting assignments on teams, see them as the challenge and tools you need to develop your curiosity, knowledge and understanding over the weeks ahead.

If you need any help or have any questions, please do not hesitate to contact me on kstriesow.212@lgflmail.org

Ms K Striesow

Raising Standards Leader Year 8

YEAR 9

I used to have nightmares about arriving to work in odd socks or without my tie; now dreams are a thing of reality and we embark on the strangest summer term ever. I warmly welcome you and your children back to virtual school!

Over the last few weeks as a school we have been committed to supporting families in this difficult time. I would like to take this opportunity to advertise the support we can offer, particularly:

- Financial support for families in difficulty. Through fund raising and an inspiring response from the community (Which I'm sure will involve many of you as parents) we have raised over £10,000. We thus have an unprecedented ability to support vulnerable families. If you are in difficulty please get in contact with me. This can take some courage to do but these are extraordinary times.
- If you are having difficulty with IT equipment for your child to complete work please get in touch. We are as ever on hand to support students with using Microsoft teams. If these are IT related please contact our support line: support@chestnutgrove.org.uk

As we continue to develop our virtual school, one of the key areas to improve is student engagement. Really well done to year 9 Blake and Da Vinci – these two classes have excellent engagement with the Teams platform and the best 'Turn in' rates for work so far. You guys are awesome – keep this up. I also know that so many of you are working really well using the tasks to stretch yourselves and attempting the stretch and challenge activities set for you. You know who you are – and I want to say thank you to each and everyone of you. Well done! However, feedback I have had from staff, shows that there are two main issues for our year group that I would like to address and I would like students to really work to improve over the coming weeks. These are:

- 1) Students punctually completing work and not only completing this to a great standard, but making sure that they meet the assignment deadlines

2) Students not feeling confident to message their teachers when they need help.

If you have any thoughts or wish to comment on your experience as a parent supporting this please let me know. A concern in all of this is that for a year group close to its GCSE's, students need to make sure they continue to prepare for these courses. The work on teams is there to make sure that by working effectively in this protracted time off school, all our students will be prepared and challenged, thus making them ready for the next stage of their learning. We need your support as much as possible with this.

I know that the curriculum teams have been working hard over the Easter break to create a varied and improved range of resources, lessons and activities for year 9 learners and I am sure your child will enjoy starting to work through these.

Key to addressing these points is the strategy of tutor chat scheduled with your child, I won't repeat the details as all has been communicated through your child's tutor but please ensure your child engages with this at the time allocated. The feedback from this has been wonderful. You are a creative group and I loved hearing from tutors the range of active, physical, community focussed and creative activities you have started or revisited to ensure that you remain positive and focussed, but can also give back to your local community during these difficult times. I am, as ever, blown away by how generous and kind spirited you are as a year group.

I would also like to remind you as I emailed previously that you will receive contact over the next few weeks from Ms Davies to discuss your child's options for next year. Fortunately this process was complete by the time we had to close.

To finish I shared this (silly) picture with Year 9 a few weeks ago when mass gatherings were more acceptable. We are still here to educate your child and support our community so please get in touch should you need to.



Mr D O'Keeffe

Raising Standards Leader Year 9

YEAR 10

I hope this message finds you safe and well and you have had as good of an Easter break as possible in the circumstances. Thank you so much to those of you who have called and e-mailed in support of what we're doing at Chestnut Grove to continue to provide education for the students through our new online systems. It's been great, also, to get to know some of you better through our phone conversations over the past few weeks.

Now we're "back", I've been pleased to see students cracking on with work and ensuring that they are

making good progress towards their GCSEs. I've enjoyed, also, observing some of the conversations students are having with their tutors in their "virtual tutor times" that have started taking place this week. I hope that students have enjoyed these as much as the tutors have and I'd encourage all students to log in to these whenever they are scheduled. One theme that came up was students asking about when we may return and what might happen regarding their exams. Clearly, we do not have the answer for this now, but my advice to students would be to focus on what they can control. Ultimately, it's important that students in Year 10 continue to make progress towards their GCSE exams so that whenever and however we end up returning to school, they are in as strong a position as they can possibly be. It might be reassuring to remind them that whatever happens, students across the country will be in the same situation. Therefore, whatever the future holds, if students do their best and continue to engage well with their online studies, their final results should not be disadvantaged.

I know that teachers at Chestnut Grove are working extremely hard to prepare the best possible resources for all students to use through Microsoft Teams, but it's new terrain for all of us and it's sometimes tricky to know exactly how tasks come across to students. Therefore, please could I ask that you encourage students to communicate with us as much as possible to let us know how the work is going. Whilst circumstances may make it tricky for teachers to reply immediately, we are all ready to support students with work so, if students struggle with anything at all, they should get in touch using the chat function and we will be able to help them. Of course, the current situation can mean that some staff are unable to reply due to sickness or other issues and if your child doesn't hear back from their teacher, they should feel free to contact me or their tutors so we can try to support.

I'm also keen to hear from you about how you are finding things. Do feel free to drop me an e-mail at any time to provide feedback or to let me know if you need any further support.

It's been humbling to see how quickly the CGA community has sprung in to action to support families who are struggling. The contributions many of you have made will make an enormous difference to students across all year groups and it really is appreciated. For those of you who are struggling financially due to the Coronavirus situation, please do not hesitate to get in touch. The students' well being is absolutely vital to us at Chestnut Grove and I also know, for Year 10 students, their capacity to make progress with their work will be playing on their minds to an increased extent. So if there are any issues with internet connection or access to computers etc that are getting in the way of this, please get in touch as soon as possible.

Many thanks, once again, for your continued support,

Mr G Bedford

Raising Standards Leader Year 10

YEAR 11

Welcome back - what should your child be focused on now?

Welcome back to the new 'Virtual term'. This week I have been supporting the Sixth Form team with building a profile of our year group and I am so excited for those of you who are pursuing A Level courses and other qualifications with us next year. Your teachers are spending time during this lockdown developing the A Level courses and your new pastoral team in the Sixth Form are eager to

receive you in the new term in September. Please keep focused on where you want your education and care at Chestnut Grove Academy to take you. We have discussed with many parents the practical use of a reading list which will become valuable after May half term, which is usually the case.

Year 11 students would normally be revising hard at this stage in preparation for their GCSEs. The best advice we can offer now is for you to **secure your knowledge and understanding in each of your GCSE subjects**, especially those you are **intending** to continue following next year. This obviously doesn't mean ploughing straight into KS5 work without consolidating your knowledge and understanding from KS4 - remember, as centre assessment grades are unknown until results day, it is uncertain as to whether you will have met the entry requirements to begin these courses yet!

Therefore sequencing is key. Before school closure, many departments, particularly in the core subjects, issued revision packs with past papers. These are an ideal way to see how much you can still remember, and how much of your knowledge you can still apply. Application of this knowledge will guarantee it is retained and will strengthen your readiness for your intended progression route. This is particularly important for subjects like mathematics and the sciences, which require a strong foundation and performance from GCSE.

So get your sequencing right and lay the foundations adequately before launching into KS5 preparation work too quickly.

Finally, your tutor will have been in contact this week to arrange a Teams chat with other members of your tutor group and you have had a health lesson helping you to reflect on your wellbeing and physical and mental health as you prepare for these uncertain times ahead and the next steps in your educational journey.

Please do look out for this and I hope you really enjoyed reflecting on what you are doing and how you are doing it. I know from all the tutors that they felt the conversations were positive and productive. I know over the next few weeks your resilience and determination will be challenged. Make sure you keep in touch and keep positive.

Until then, continue to keep well. I hope the start to the new term goes really well and you enjoy the challenge of the work that has been set.

Mr B McCarthy

Raising Standards Leader Year 11

Welcome back everyone! I hope you are all keeping safe and well, and managing to adjust to home learning. There are a number of things I'd like to address here this week, so please do read my comments below carefully and do keep an eye on the news and any relevant websites which provide useful information during the lockdown.

Firstly, I want to mention the '**Guidance for Year 11 and Year 13 students**' power-point presentation which Ms Davies (Senior Deputy Head) and I circulated to parents and students earlier in the week. We felt some clarity was needed regarding next steps and we aimed to offer our best advice under what are exceptional and difficult circumstances. I hope it was useful and provided a framework for you to navigate what is happening with exams and what is now required from you in terms of next steps. **For Year 11 students, we are saying the focus should now be on consolidating and recalling your GCSE topics** during late April and May as would be the case normally in the lead up to GCSE exams. Then we are saying during June and July to begin exploring potential sixth form course reading for the courses you are intending to take in the sixth form. **For Year 13, we are saying to ensure you are responding to UCAS offers, checking all emails and UCAS Track for updates. We are also saying to get on with those Student Finance Forms**, so that you have funds in place for the start of your university undergraduate courses, whenever they may begin. **We are further instructing those seeking apprenticeships to keep searching relevant websites and to keep in contact with employers you may already have applied to.** In all cases, be proactive and remain committed to your futures. Get your sequencing right, cover your basics first, from GCSE or A level, and then explore responsibly.

Message to Year 12 students

I particularly wanted to address Year 12 students in this newsletter, many of whom are working incredibly hard and are following the direction of their teachers on Teams. I applaud their efforts and **encourage them to keep going, as the course content they are following remains essential information, knowledge, concepts and ideas that they will need to have mastered, and to be able to apply, for their A level exams next summer.**

Additionally, I reiterate what was stated in the previous communication with Year 12 students and parents. **I strongly advise Year 12 students to begin researching post-18 progression routes and options.** Students considering going to university should browse the UCAS website (www.ucas.com) for universities and courses. Students considering an apprenticeship should explore and register with the National Apprenticeship website (www.gov.uk/apply-apprenticeship). Exploring this now will pay dividends later, as by now we would normally have had the Y12 Higher Education Day (which was scheduled for Monday 23rd March), incorporating the UCAS Convention trip to the ExCel Centre (now the Nightingale Hospital!), and students would have a clearer picture of the grades, skills and competencies they need to demonstrate to satisfy university expectations and entry requirements. Similarly, for those considering apprenticeships at the end of Year 13 there is a very real need to get looking at what is out there and what is involved in the application process.

Genuine intellectual curiosity

For those keen to engage in some genuine intellectual curiosity, I would encourage you to use resources available from a range of online sources such as BBC Bitesize, TED Talks (www.ted.com) and FutureLearn (www.futurelearn.com), which offers MOOCs (Massive Open Online Courses) on a range of fascinating topics from top universities and specialist organisations. A further excellent website is OX?LORE (www.explore.org), an innovative digital outreach portal from the University of Oxford aiming to engage students from 11 to 18 with debates and ideas going beyond the classroom.

Year 11 sixth form offer letters

Next, I'd like to reassure Year 11 sixth form applicants that they will shortly hear from me regarding their offers, which we aim to have emailed out to parents within the next two weeks.

I have now met with Mr McCarthy (RSL Year 11), Ms Jackson (Deputy Head) and Ms Lee (Deputy Head of Sixth Form) and we have discussed every student in the year group in some detail. We have looked closely at your most recent progress data and the likelihood of you achieving the necessary centre assessment grades for access onto your chosen courses. We have also discussed your attendance, punctuality and behaviour record in the main school to inform our decisions on making offers.

We are also aware that a small number of students were not interviewed or did not turn up to their sixth form interview, despite these being rescheduled several times, and we will endeavour to contact these students in the coming weeks. We have enlisted the support of Mr Tierney, independent careers advisor, to offer guidance to students still undecided about where their future lies and to offer impartial advice about other local providers.

So, watch out for our sixth form offer letter being delivered via email shortly.

Five good reasons to join Chestnut Grove Sixth Form from September 2020:

1. **Ofsted 'Outstanding'** classification in all respects (January 2019).
2. **Top 10% nationally for A level value-added scores** - out of 2996 providers in the UK!
3. **Outstanding CEIAG** - for University applications and Apprenticeships, including Oxbridge.
4. **We know our students** - we are big enough to be vibrant (c.270 on roll), yet small enough to be intimate. We treat students as individuals and as young adults.
5. **New Sixth Form Building opening September 2021** - state of the art facilities.

And, the same continuity of experience and access to outstanding teaching and learning which places the sixth form at the heart of the whole school community.

Exam Results Days confirmed:

National government (Department of Education) has confirmed that A level and GCSE results days will be kept as previously advertised. They remain as follows:

- A level Results Day – Thursday 13th August 2020
- GCSE Results Day – Thursday 20th August 2020

Further guidance for students on results days will follow from the school in due course.

Mr J Taylor
Deputy Head/Head of Sixth form