



Islam has taught me happiness, Islam has taught me respect, Islam has taught me cleanliness, Islam has taught me never to be depressed, Islam has taught me manners, Islam has taught me forgiveness, Islam has taught me to be polite, Islam has taught me to be fearless. Allah has always given, so I wonder why people hate on our religion. Britain is our home, but we are still judged by our beliefs and faith. It disgusts me to see people killed simply by the colour of their skin. They look at us as we are their enemy, but we are all living under the same sky. So we should stop our hate for each other and be kind. Islam has taught me happiness, Islam has taught me respect, Islam has taught me cleanliness, Islam has taught me never to be depressed, Islam has taught me manners, Islam has taught me forgiveness, Islam has taught me to be polite, Islam has taught me to be fearless. Allah has always given, so I wonder why people hate on our religion. Britain is our home, but we are still judged by our beliefs and faith. It disgusts me to see people killed, simply by the colour of their skin. They look at us as we are their enemy, but we are all living under the same sky. So we

Dear Parents/ Carers,

Assalamu Alaikum and May Peace Be Upon You,

I wish you a very warm welcome to our autumn term newsletter. I hope you and your families are safe and well. What a wonderful but challenging first term it has been! I would like to thank you for your amazing patience and support during these challenging and difficult times. It is incredible the way the EBP family has once again pulled together and demonstrated that together we are stronger.

‘The most beloved of people are those who bring benefit to people’ (Hadith)

Our school, alongside the nation's schools, continue responding to the greatest crisis of our generation.

Our wonderful staff continue to do an incredible job – teachers delivering lessons, pastoral staff checking on the wellbeing of our learners, site staff keeping our estate safe and clean and office staff answering numerous queries from parents, pupils and staff; all whilst juggling their own family commitments.

We do this for our children for whom we care dearly and know that every day of self-isolation can affect their wellbeing, progress and life chances.

We have reorganised our classrooms, asked our teachers to work in different ways and expect our children to respect new rules. We have continued to demonstrate the same resilience, responsiveness and ingenuity that has helped us to navigate these unprecedented times.

I am extremely proud of the way the Eden Boys' School community continues to support one another, going the extra mile, even when we are struggling. We stand together as one and help each other as best we can; trying

our best to create a positive environment- the benefit is of a ripple effect. It continues and grows. Frowns become smiles and tears become laughter.

“A person is not burdened with more than he can bear, surely after difficulty, there will be ease for you “(Chapter 65, verse 7)

Of course, our faith continues to be our guiding light. The above verse tells us our difficulties are there to make us stronger people. The verse is also an encouragement that no difficulty is permanent. However straining or arduous the difficulty is, ease will follow.

Whilst I know pupils will be busy over the winter break, it is important that they rest and recharge. For Year 10 and 11 pupils, it is important they use the holiday to revise and review their learning in preparation for the forthcoming GCSE examinations.

As our Head Boy Abdur Rehman Bhula and Deputy Head Boy, Muhammad Omer, explained in a recent assembly:

Short term work = Long term success

You don't want to regret your choices!

You must have the right attitude to succeed – you CAN do it!

For our pupils in Years 7-9, it is important pupils review their learning over the term and unwind with a good book!

Thank you for your continued support of all that we do. Best wishes for the new year ahead. We look forward to welcoming your sons back to school on Monday 4th January.

Mrs Nafisa Patel



English Department's Recommended Reads

YEAR 7

Another Twist in the Tale by Catherine Bruton



During term 2, year 7 will be studying Dickens' classic, 'Oliver Twist', so to complement this, I recommend they read this enthralling spin-off about Twill Twist, Oliver Twist's sister. Journey with Twill on her own adventure through the gambling dens and workhouses of London, as she attempts to uncover the mystery of her past, make a life for herself, and rescue her friends. Along the way discover with Twill the likes of Artful Dodger and Fagin, and a host of fantastic new heroes and villains!

YEAR 8

The Hate You Give By Angie Thomas



As year 8 are studying 'The Tempest' and reading articles linked to slavery, this gripping novel about one girl's struggle for justice will support their understanding of the Black Lives Matter movement.

YEAR 9

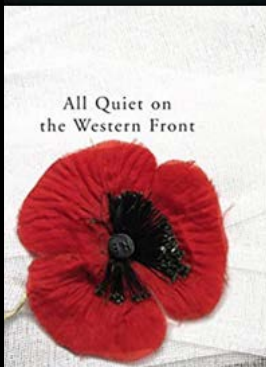
Maladapted By Richard Kurti



Year 9 will be studying conflict poetry in term 2, so this dystopian thriller based on Cillian, the only survivor of a terrorist attack, is a perfect addition to their learning. Journey with Cillian as he starts to wonder if and why he was spared. Soon he finds himself drawn into a web of deceit and mind-bending revelations.

YEAR 10

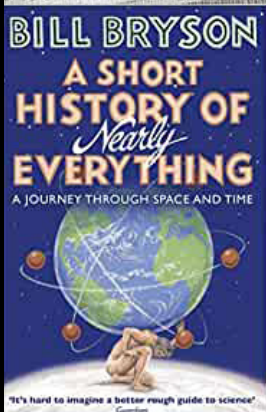
All Quiet on the Western Front By Erich Maria Remarque



As year 10 begin their poetic journey into the world of power and conflict in term 2, this dark, chilling first person account of the realities of war will support their understanding of poems such as 'Exposure', 'Bayonet Charge', and 'Remains'. A moving story which beautifully illustrates the pointlessness of conflict.

YEAR 11

A Short History of Nearly Everything By Bill Bryson



An excellent way to combine revision and reading for pleasure, Bill Bryson's quest to understand everything that has happened from the Big Bang to the rise of civilization is accessible, funny, and thought-provoking.

Maths



Mr Harwood, Director of Learning, Mathematics says a big well done to all Year 11 pupils for engaging with Method Maths & online learning through Microsoft Teams in the run up to their December mock exams. Method Maths allows students to complete past papers and access questions that link to the topics they are studying in school. It will instantly mark their work and this information can then be tracked by their maths teacher. It has been encouraging to see pupils working hard to complete their fortnightly practice papers before the system submission time of 9pm on Thursday. Pupils have also extended their support network by using Microsoft Teams outside of lesson time for additional support and using the online platform Hegarty Maths when unsure of higher-graded exam questions.

Pupils should build on their excellent start and use these online materials as a revision tool for their GCSE assessments next June. Mr Harwood challenges all Year 11 pupils to ensure the whole class submission rates continue, you can do it!



**United Kingdom
Mathematics Trust**

FAMOUS MATHEMATICIANS

Pupils in Year 9 have been looking at their mathematical ancestors in November with an investigation into the discoveries made by Italian Mathematician, Leonardo Bonacci (more commonly known as Fibonacci). Year 9 have been investigating the Fibonacci sequence and concluded that it is a series of numbers where a number is the addition of the last two numbers, starting with 0 and 1.

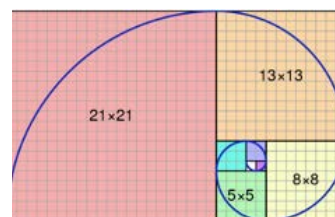


The Fibonacci Sequence: 0, 1, 1, 2, 3, 5, 8, 13, 21, 34, 55...

The pupils found they can form a rule using forming the expression:

$$X_n = X_{n-1} + X_{n-2}$$

Pupils looked at the Fibonacci sequence when visualized in a graph. Each of the squares illustrates the area of the next number in the sequence. The Fibonacci spiral is then drawn inside the squares by connecting the corners of the boxes.



The squares fit together perfectly because the ratio between the numbers in the Fibonacci sequence is very close to the golden ratio, which is approximately 1.618034. The larger the numbers in the Fibonacci sequence, the closer the ratio is to the golden ratio.

The spiral and resulting rectangle are also known as the Golden Rectangle.

Maths teachers of Year 8- and 9 say very well done to all pupils who have taken practice UKMT Maths Challenge papers and engaged in problem solving activities at home and in class.

The UKMT Mathematical Challenges are 60-minute mathematics competitions aimed at students across the UK and will take place early next year.

The challenges encourage mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems. The problems on the are designed to make students think.

Sample questions can be found below, can you answer these?

Which of the following is the longest period of time?

- A 3002 hours B 125 days C $17\frac{1}{2}$ weeks D 4 months E $\frac{1}{3}$ of a year

At the Marldon Apple-Pie-Fayre bake-off, prize money is awarded for 1st, 2nd and 3rd places in the ratio 3 : 2 : 1. Last year Mrs Keat and Mr Jewell shared third prize equally. What fraction of the total prize money did Mrs Keat receive?

- A $\frac{1}{4}$ B $\frac{1}{5}$ C $\frac{1}{6}$ D $\frac{1}{10}$ E $\frac{1}{12}$

CREATIVITY

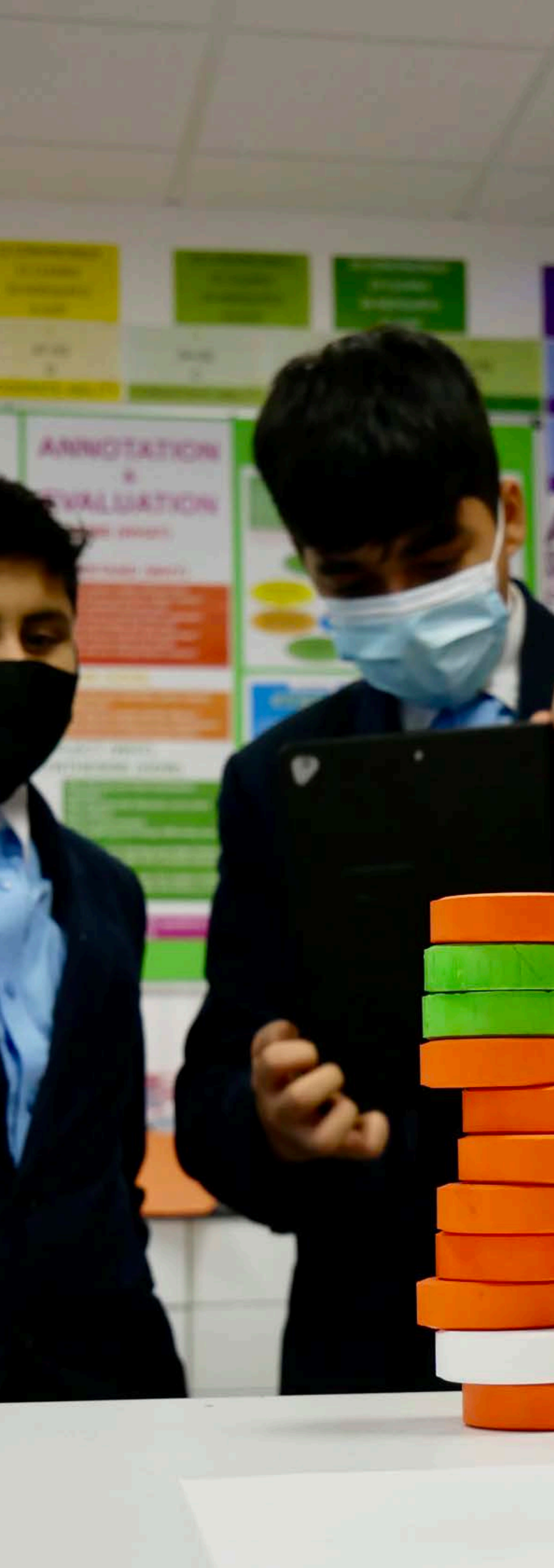
Art and Computing teachers here at Eden Boys' School, Preston have embraced the efforts to enhance creative learning in the curriculum. They launched a brand new subject on the curriculum for this year: Creativity! Miss Pilling, subject leader for Art, and Mr Witcher, teacher of Computing, were enthused by the idea following consultation with Star Academies and discussions the Principal, about further enriching the curriculum offer at the school. "The idea was to get the boys really enthused about taking some creative risks and getting their hands on the technology to exploit it", explains Mr Witcher.

Miss Pilling continues, "Our starting point was to think about the fantastic creative outcomes that the boys would be able to achieve and work back and scaffold the learning from there. We knew that we wanted to teach photography as it would work well as a stand alone subject and also facilitate a deeper understanding of our individual subject areas of art and creative iMedia."

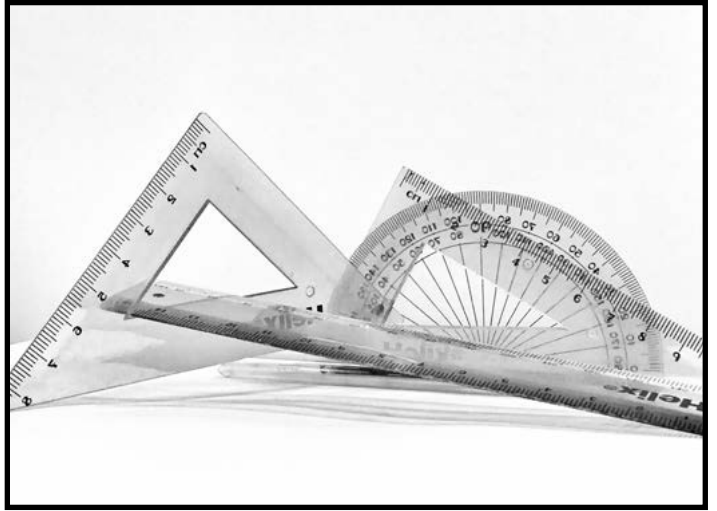
All boys in Year 9 now study Creativity for one hour a week. The course uses a combination of theoretical and practical work to understand the key concepts of photography and allows the learners to plan and take high quality photographs using a toolkit of professional techniques. Both teachers have a wealth of experience in teaching and have led art and media studies departments before joining together here at the school. "I have planned this course practically", says Miss Pilling, "so that it can be taught in standard classrooms with just a set of iPads, which has been really useful given the constraints of rooming caused by Covid restrictions". Mr Witcher's experience of working with A Level media students has got him thinking about next steps for the subject and he adds, "It would be great to buy some DSLR cameras and get the boys working with some more professional kit in the future. Teaching them to use some post production techniques using the Adobe Creative Suite would really enhance their skills and potential career prospects".

"Our boys have produced some outstanding pieces of creative work", enthuses Miss Pilling, "they've really grasped the concepts of what we have been teaching, which, coupled with their creativity has led to work that has really taken me aback". Mr Witcher is able to reflect on another, somewhat surprising, outcome from the first half-term, "The boys verbal and written literacy has improved massively since the start of the year. The boys have been learning about compositional techniques used in a wide range of photography, and can now eloquently critique the work of professional artists as well as their own, using a rich vocabulary that has only been learned during this term".

If your son is in Year 9, ask him what he has been doing and see if he can use his new photography skills to good effect during the holiday!



The boys were asked to compose photographs that could be used to signify the subjects of art and maths, here are some of the many fantastic images that were produced:



Online Learning in Science

Pupils in Year 9 & 10 have been enjoying some additional online learning through the use of an interactive platform. Tassomai is a unique, fun and scientific way to learn. It is an intelligent online learning program helping pupils at all levels achieve outstanding results. Using the Tassomai App can help pupils build their knowledge, boost confidence and reduce exam stress. By completing their daily goals, the pupils can recap and review the taught content through quizzes and short videos, using the mobile app or other devices. The Content is broken down into bite sized chunks and tailored to each user. An intelligent algorithm works out what pupils know and where they need to focus their efforts. Pupils are guaranteed success in the subject if they keep up their daily goals and complete the course. Tassomai has a proven impact on grades. Following an impact assessment, it was found that the more a student uses Tassomai the better their results. Where students completed 80% or more of the course: 90% of students achieved grade 5 or above in their GCSE science exams

50% of students achieved grades 9-7

9-7 passes were 29% higher than the national average

Year 9 & 10 pupil engagement has been great, with the majority of pupils now in the habit of completing their daily goals regularly. Keep up the great effort!

Students have also engaged in learning using the Seneca Learning platform.

Seneca's algorithms are proven to make students remember topics better. If students get a question wrong, they will show them the content again but in a different format.

As well as students and teachers, parents can now use Seneca to monitor their child's progress. As a parent, you can easily connect to your child's account by sharing your unique link with them. This will allow you to get real-time updates of their progress across all those courses, including the following details:

- * Time spent learning
- * Average score
- * Sessions completed
- * Correct answers

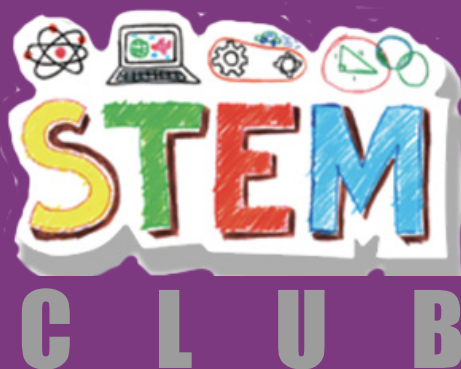
You can filter by date to see how things are changing over time and can even add multiple children if you like.

What will cities look like in 2050? How will they be powered to be vibrant, healthy, and clean places to live? That's the question put to students by The Bright Ideas Challenge, Shell's cross-curricular schools' competition

As part of STEM club, the science department is inviting Year 9 pupils to use their creativity, problem solving and STEM skills to devise innovative solutions that could power cities of the future. They can win up to £10,000 for the school, high-tech goodie bags and action-packed educational experiences, so there is every reason to think big!

The Bright Ideas Challenge is designed to spark young people's curiosity in science and engineering and to help deliver the curriculum in a fun and engaging way. The resources provided have been aligned to careers strategies across Great Britain, making it even easier to provide quality STEM careers inspiration in the classroom.

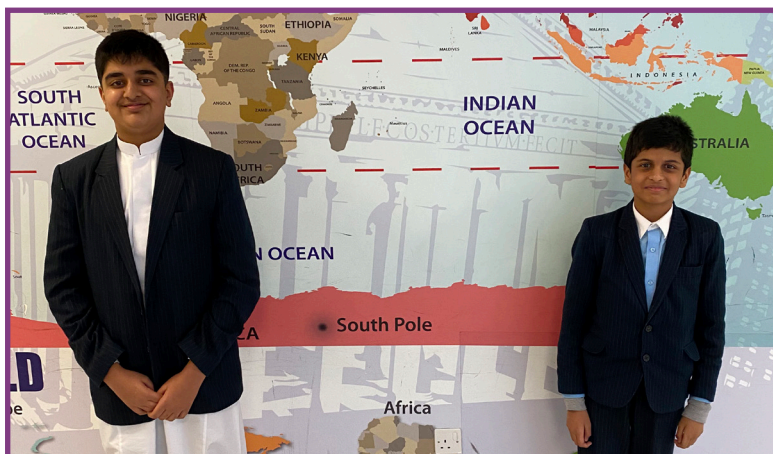
If you would like to sign up, please get in contact with Miss Lorgat.



Languages

This year at Eden Boys' Preston, we have our first cohort of dual linguists. These are young students who have chosen not one but two foreign languages at GCSE. Mrs Ramsay, Head of German has interviewed two year 9 students. Muhammad Patel has chosen French and German and Sahil Raza has chosen

Every Monday after school, a selection of Year 11 French and Arabic students are working diligently to improve their writing skills. In French, the focus has been on the photocard element of the GCSE writing paper, and pupils are reporting that they feel much more confident in this element of the exam. Mohamed Sameer Hussain says "Intervention actually works, this is easy now". The next stage of intervention will be tackling the most difficult question on the Foundation paper – the 90 word question. Miss Grant, Head of French and Arabic believes that the students will grasp this challenge firmly with both hands, and will do just as well as they have been on the photocards. In Arabic, pupils have been practising photocard questions, but have also been drilling more complex language to include in their writing. This is an exciting opportunity to boost writing Grades by including more complex, interesting language. Miss Gajaria, our Arabic Teacher says that students are working hard and have embraced language learning.



French and Arabic.

Mrs Ramsay: Good morning boys. What made you chose two languages at GCSE?

MP: I had originally chosen German as my first choice and French as my second. I was a bit concerned I did not get my other first choice but now I am further into the term, I feel confident in both languages.

SR: I study Arabic at mosque which helps me in lesson, and I have a number of relatives in France so I will need French later on in life.

Mrs Ramsay: What would you say to younger students who are thinking of taking two languages at GCSE?

MP: To always concentrate in class and do all the work set by the teachers. Remember to contribute in lesson to practise speaking.

SR: Do it. It is another GCSE to add to your repertoire and it could help out later when you are applying for jobs or university.

Mrs Ramsay: What are the difficulties with taking two languages?

MP: Remembering the different vocabulary as my two languages are both European and have some similar words but some very different words. German grammar is different to French grammar too.

SR: Remembering two sets of vocabulary and two different alphabets. I don't mix them up because they are so different, but I have to work hard to remember all the different words.

Mrs Ramsay: What are your top tips for learning vocabulary?

MP: To read it aloud and use the vocabulary often in your work in lessons. Using the flashcards on Quizlet also helps and I can do that on my phone.

SR: Revise, revise, revise. Practice makes perfect – a cliché but it is true.

Mrs Ramsay: Last question... do you have a favourite?

MP: German! I find it easier to learn.



In the MFL department, we have fulfilled our promise of blended learning through Microsoft Teams and by creating challenging quizzes and assigning homework. The use of Languagenut has also created a strong core of tenacity in learners. Our students have been competitively aspiring to gain high scores, reviving an energy to surpass their peers to reach the top of the league board.

Giving his opinion on Languagenut, a Year 7 student, Hasan Hashmi, stated: 'I really think that languagenut is a useful tool for homework and helps me to build my vocabulary.'

Online learning is much more than a solution to the exigency of the pandemic. It opens a world of possibilities and has the potential to transform learning. We must lunge at our chance to make this work, to overcome our obstacles and compromise. And most importantly, let's continue to strive so we can witness the day when Eden Boys will attain the top of the league board on Languagenut!

ORGANISING YOUR SCHOOL BAG

Tidy bag Tidy Mind, Following our advice and top tips will help ensure that you are ready for learning.

1 - Get a suitable school bag. The size should be right for you and it is a good idea to try it before you buy it. If it's a backpack, try it on and check the comfort level. If it's a carrying style of bag, carry it around and get a feel for the handle, weight, and balance of the bag. You may wish to ask the retailer if it's okay to stuff the bag before trying it so that you get an idea of what it feels like when it is. Walk around a bit and see how the bag performs for you. Check the stitching or seals. Does the bag look like it can last the whole year or does it look like it's about to fall apart with the first fill of books and PE kit?

2 - If using your existing bag, clean it out. Remove all the contents and give the bag a wipe down inside and out. If it is machine washable, give it a spin and air dry. If not, wiping and vacuuming should do the trick. Start with an empty, clean bag and take everything out of your school bag, even if you know that you need it. Make sure all of your pockets are empty too. Make sure all the rubbish such as used tissues, rubbish wrappers etc, is put in the bin.

3 - Sorting the Items for Packing. Sort existing items. Put your existing items into two piles, one for things you need and the things that you want. This will help you decide what is essential for school and what's just a preference. Also, put aside things that are no longer useful, such as a grubby eraser or dog-eared exercise books with filled pages.

4 - Sort what should be in your bag. The typical things to keep in your school bag include books for that same day, planner, folders, pencil case (containing 2 black pens, a purple pen, a pencil, a ruler, rubber, highlighters, coloured pencils, a calculator), lunchbox (with daily lunch essentials, such as your water bottle), ID card/

5- Add PE kit, as relevant. In some cases, you may need to carry an extra bag for sports gear.

TIPS

1 - Check your timetable. Organise your books in order. This way, you won't be looking for books while your classmates are working. You will feel much more organised as you pull the books out where you expect them to be.

2 - Keep all your papers in folders. Folders are an essential for neatness. You can keep your assignments and assessments, homework, important notices and basically anything important in this folder.

3 - Make the most use of pockets and sections in your school bag to keep distinct items separate. For example, keep your books in one area, your pencil case and related items in another section and your lunch in another. Get used to distinct parts of your bag containing the same items, so that you know where to reach instinctively, even without looking.

IMPORTANT

Try not to have random papers stuffed at the bottom. This makes it impossible to find them and soon it becomes a pile of squashed papers that aren't of use to you anymore but are taking up space.

Always unpack your bag when you get home so that you can take out all of your papers. Then, repack your bag for the next day.

Coming to school with an organised bag is important for a hassle free day at school. Use these tips to get the start of your day perfect for learning. An organised bag will keep you relaxed, focussed and ready to learn.





We all know that children who have a wide vocabulary make excellent progress at school in all subjects. At Eden Boys' School Preston, we place great value on supporting our pupils to achieve the best possible outcomes. With this in mind, we have invested in an innovative literacy improvement tool called Bedrock Vocabulary for all pupils in years 7-10. It is a website that helps children to learn very important academic vocabulary.

As your child progresses through the curriculum, they will study hundreds of words, whilst reading fiction and non-fiction texts regularly on Bedrock. They will also fill in an online vocabulary notebook to practise using this vocabulary, and as a parent, you can also see and practise these words with your son.

To help your child make even better progress in school, you are able to log on to Bedrock using your own account. You will be able to see the vocabulary your child is learning, which we encourage you to use in conversation at home. If you would like to access your parental account and haven't received your access code, please contact Miss Greenwood at the school.

Introducing Mr Musa

Having worked in Further education for many years, an opportunity to work in a pastoral setting at Eden Boys was a challenge which I couldn't resist.

Over twenty years of experience working at local further education colleges in many roles has provided me with experience, knowledge and skills to be able to understand young people, behaviour pattern and lifestyle. Having headed student services, leadership role in student recruitment and admissions and vast experience in advice and guidance on careers related work as well as coaching and mentoring young people, has brought me to Eden Boys' School.

I have extensive knowledge and understanding of Further Education and Higher Education entry requirements as well as writing personal statements. I have also put together employability workshops to assist young people and adults with job search techniques and preparing people to move to their next phase.

I hope to use my extensive experience to assist young people at Eden too and provide them a platform to spearhead their next move and ensure that they become good, upstanding citizens within our community.

I enjoy family time and have recently taken up enjoying the outdoors with regular walks and cycling. Having been a keen footballer in the younger days has allowed me to stay fit and healthy. I have also partake in many charity fundraising events and headed the local Madrasah for many years too which has provided me with immense pleasure in educating young people in an Islamic setting.

Covid 19

Classroom Ventilation

It is imperative that we keep all classroom windows open in school to allow fresh air to circulate. This is a vital aspect of keeping the coronavirus from spreading in school. This clearly leads to the temperature in classrooms becoming colder. We therefore request that parents ensure their sons 'layer up' with clothing that includes under garments (vest), shirt/jubbah, school jumper and blazer. Wearing outdoor coats and jackets indoors is not conducive to learning so students will be asked to remove these.

Face Masks

Pupils and teachers in all of England's secondary schools and colleges are required to wear face masks in communal areas. Parents should ensure their sons have a face mask as part of their uniform. If pupils arrive without a face mask they will be given one and a charge of 50p placed on ParentPay. Once again, support is requested from parents to ensure their sons are fully prepared in school and that they comply with the requirements of this global pandemic.

What not to do during self isolation

REMEMBER : You must not leave your home if you're self-isolating.

Don't.....

1. go to work, school or public places – work from home if you can
2. go on public transport or use taxis
3. go out to get food and medicine – order it online or by phone, or ask someone to bring it to your home
4. have visitors in your home, including friends and family – except for people providing essential care
5. go out to exercise – exercise at home or in your garden, if you have one

It is important that pupils, their parents and all households know what the self-isolation rules are and that they adhere to these rules for the whole duration of time they are isolating.

Assessment

Congratulations to all pupils who have achieved fantastic results in the first round of school assessments. Their hard work and diligence is reflected in their grades.

Well done to our STARS! Top 10 Attainment (results) based on AP1 forecasts Year Eleven

Pupil	Average Forecast Grade across all subjects
	8.5
Al-haaj Shaikh	8.38
Abdur Rehman Bhula	8.38
Zain Shahzad Hashmi	8.38
Railhan Hoque	8.13
Umar Tailor	8.11
Omar Mady	7.88
Ra'ees Adam	7.88
Abdullah Patel	7.78
Yusuf Mansoor	7.63
Muhammad Aadil Mallam	

Well done to our STARS! Top 10 pupils who have made the most progress in AP1 Forecasts Year Eleven

Pupil	Progress 8 Score (P8 score of 0 means progress is average)
Vasim Ismail	3.007
Mohammad Degmaster	2.923
Mohammad Talhah Mahmood	2.898
Abdullah Patel	2.781
Owais Degmaster	2.462
Mohammed Tailor	2.253
Sameer Hussain	2.2
Ibraheem Tufail	2.153
Zain Fazal	2.007
Muhammad Omer	1.941

Well done to our STARS! Top 10 Attainment (results) based on AP1 forecasts Year Ten

Pupil	Average Forecast Grade across all subjects
	8.2
Muhammad-Ameen Saleh	8.1
Amaan Kauji	8.1
Yahya Patel	7.7
Ismail Vaja	7.6
Yusuf Hanif	7.6
Abdurrah Kazee	7.6
Abdullah Munshi	7.6
Ahmad Patel	7.5
Mahmood Desai	7.4
Aadil Dalal	

Well done to our STARS! Top 10 pupils who have made the most progress in AP1 Forecasts Year Ten

Pupil	Progress 8 Score (P8 score of 0 means progress is average)
Sarees Soomro	2.749
Anas Mahmood	2.673
Zaeem Sheth	2.549
Muhammadshafiq Hassan	2.48
Ziyad Patel	2.307
Mohammed Ashraf	2.224
Hassan Khan	2.224
Joy Jubaer Alam Mosamat	2.207
Mohammed Iqbal	2.198
Adam Sheth	2.173

STARS

Well done to our STARS!
Top 10 Attainment (results) based on AP1 forecasts

Year Nine	
Pupil	Average Forecast Grade across all subjects
	7.5
Aadam Ali	7.5
Ariful Haque	7.45
Mohammed Khan	7.45
Muzamil Shah	7.4
Usman Khan	7.4
Muhammad Siddik	7.4
Mus'ab Ukadia	7.35
Aayan Ali	7.35
Hamza Haji	7.3
Raihan Bux	

Well done to our STARS!
Top 10 pupils who have made the most progress in AP1 Forecasts

Year Nine	
Pupil	Progress 8 Score (P8 score of 0 means progress is average)
	2.807
Muhammad Darsot	2.424
Nahzatullah Oriakhail	2.424
Mohammed Zaid Patel	2.332
Jalal Ahmadziay	2.223
Yah-Ya Miah	2.212
Rayaan Hasan	2.162
Mohammed Shafiq	2.15
Hussain Ali	2.149
Ahmed Hakim	2.032
Mohammed Saad Hussain	

Well done to our STARS!
Top 10 Attainment (results) based on AP1 forecasts

Year Eight	
Pupil	Average Forecast Sub Grade across all subjects
	5c
Mohammed Bilaal	5c
Mohammed Ali	5c
Umayr Ingar	5c
Fuzeil Moosa	5c
Zakariya Sajid	5c
Arsh Shaikh	4a
Abdur Rahman Master	4a
Aariz Sajjad	4a
Muhammad Sheth	4a
Mohammed Younas Giash	

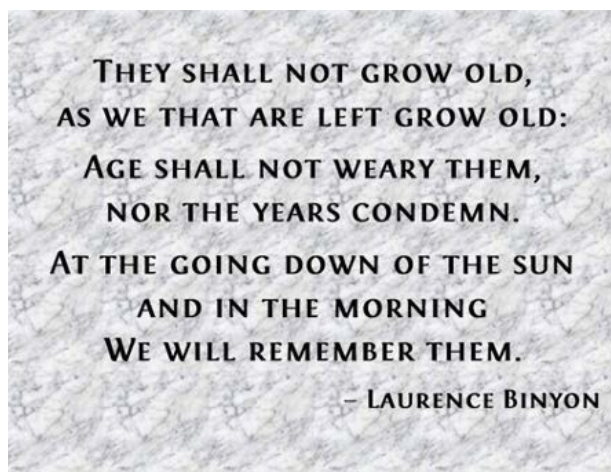
Well done to our STARS!
Top 10 Attainment (results) based on AP1 forecasts

Year Seven	
Pupil	Average Forecast Sub Grade across all subjects
	4c
Syed Hussaini	4c
Samee Chowdhury	3a
Mikael Ali	3a
Zaid Yakub	3a
Zakariyya Amla	3a
Muhammad Desai (7N)	3a
Muhammad Rayan Zafar	3a
Umar Amdavadi	3a
Mohammed Ibraheem Bhula	3a
Huzaifah Patel	

Humanities

History

The History department was proud once again to help lead the boys in the 2020 Remembrance Events. Although the collection and donations in return for memorabilia was COVID-19 restricted, Year 7 managed to raise over £70 on their own. A massive thankyou to all the students and their families who donated and each of the Heads of Year for their hard work in the collecting of donations. Next half term students in Year 8 will be learning of the horrors of WWI, where the Poppy grew from the infamous, bloody battle fields of the Western Front between 1914-18.



Debate Club

This term the Humanities department set up a debate club for year 7 and 8. This is a new club with around 20 members, which aims to help pupils develop their research and discussion skills. Pupils meet each half term with Miss Mcnamara via Microsoft Teams and debate a new topic each term. The Autumn term has focussed on 'should healthcare be free'. The two teams conduct their own research and meet as a team to structure their argument. The debate will be held in January 2021, where each team will have a chance to put forward their argument and later counterargument against the rival team. Debate is an excellent way for pupils to research important topics, create a well-rounded view and also see the opposing argument. It allows pupils to work as a team to create a dialogue backed up by both opinions and facts.

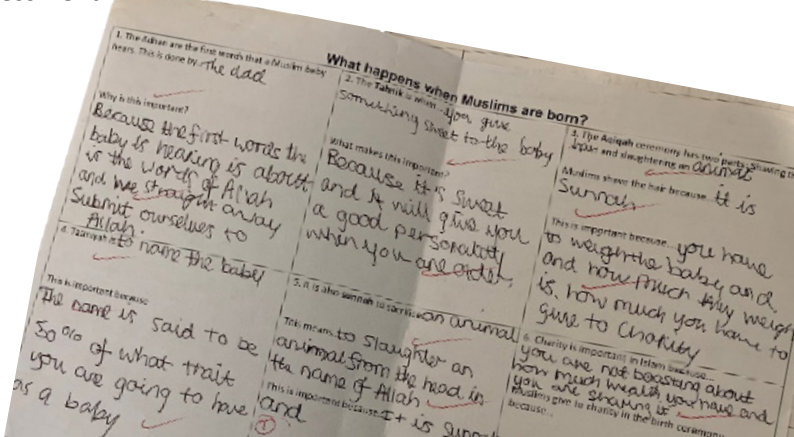
RS

As-Salam-Alaykum. We would like to take this opportunity to praise all our pupils at Eden Boys' Preston who, during such unprecedented times have risen above expectations. As we come to the end of the year, we take a look at what our pupils have been learning about as part of the RS Curriculum during the 2020 Autumn term.

In Year 7, pupils have been learning about Christian beliefs and practices. Pupils learnt about the Protestant Reformation and the break from the Catholic Church. Our boys have produced some excellent work with notable commendation to Syed Hussain for his excellent effort and 100% achievement in his RE assessment. We asked Syed about his thoughts on RE at Eden Boys who said, "RE is one of my favourite subjects because I get to discuss and debate about lots of things with other pupils. I also love learning about my religion and comparing and contrasting my beliefs and practices to other religions." Congratulations also go to Yusuf Saeed who achieved the Tauheedul Award for excellent effort, progress and behaviour in RE.

Pupils in Year 8 have been learning about Religious Rites of Passage. They recently learnt about the features of a Muslim Birth Ceremony and the symbolic purpose behind some the practices of the ceremony with contrasts to the rite of Christian baptism. Our commendation goes to Muhammad Raiyaan Haji who has completed some fantastic work and also achieved 100% in his RE assessment. We asked Muhammad Bilaal and Zakariyya Sajid what they thought about RE at Eden Boys. They said, 'RE gives us an insight into multiple worldviews and we can understand people better and what they believe. We like RE because it allows us to gain an understanding of other peoples lives. We liked our unit of work on places of worship where we learn about lots of features found in religious places of worship.'

Year 9 pupils have started their GCSE RE course and are currently learning about War and Conflict. Recently, we did a lesson on secular and religious attitudes to weapons of mass destruction. Pupils had the opportunity to learn about a number of countries and organisations and their view on nuclear weapons. Pupils also completed poetry pieces on peace. Well done to Zakariyya Ahmed, Ahyaan Khan, Muzamil Shah and Ismaeel Shazad for achieving 100% in their RE assessment.



Form Time

Literacy in Form

Every Thursday pupils across the school spend time focusing on reading during form time. Miss Dawson, one of our English teachers, tells us about literacy during form time.

"I love to see my form enjoying new books and having conversations about what they are reading. I even use this time to catch up on some reading myself and have just finished 'The Thursday Murder Club' by Richard Osman.

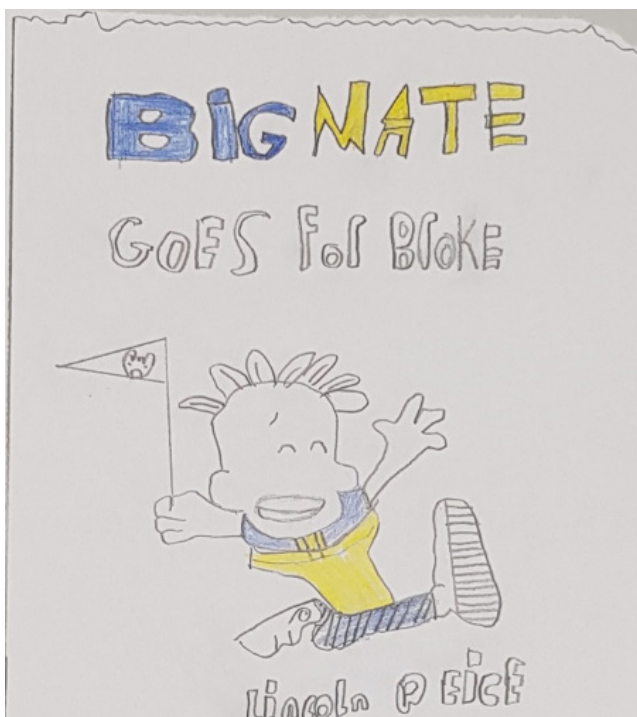
Literacy is the ability to read, write, speak, and listen effectively. Reading regularly (even just 10 minutes a day) can have a positive impact on our communication skills.

What are the Main Benefits of Reading?

1. It improves vocabulary
2. It develops your critical thinking skills
3. It can improve your memory
4. It can improve your results
5. It builds confidence
6. It broadens horizons
7. It can improve your writing skills
8. It makes you more empathetic
9. It can reduce stress
10. It is good entertainment!

Pupils in 7A have been spending time this half term creating artwork based around the books they have been reading. Some created new book covers, some wrote reviews and others drew their favourite character from the story."

Here is an example of the excellent work they have produced:



Big Nate Goes for Broke Book Cover by Aayan Adnan

Sunnahs of the week

The Sunnahs of the week are a key and fundamental part of the way of life here at Eden Boys High School. They drive the behaviour, attitude, and respectfulness of all

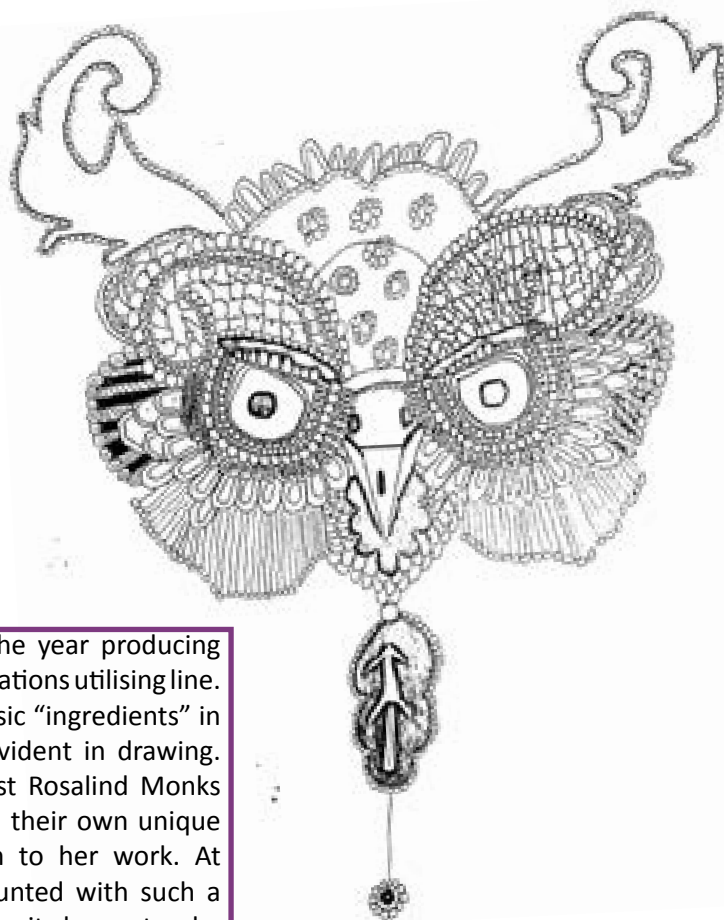
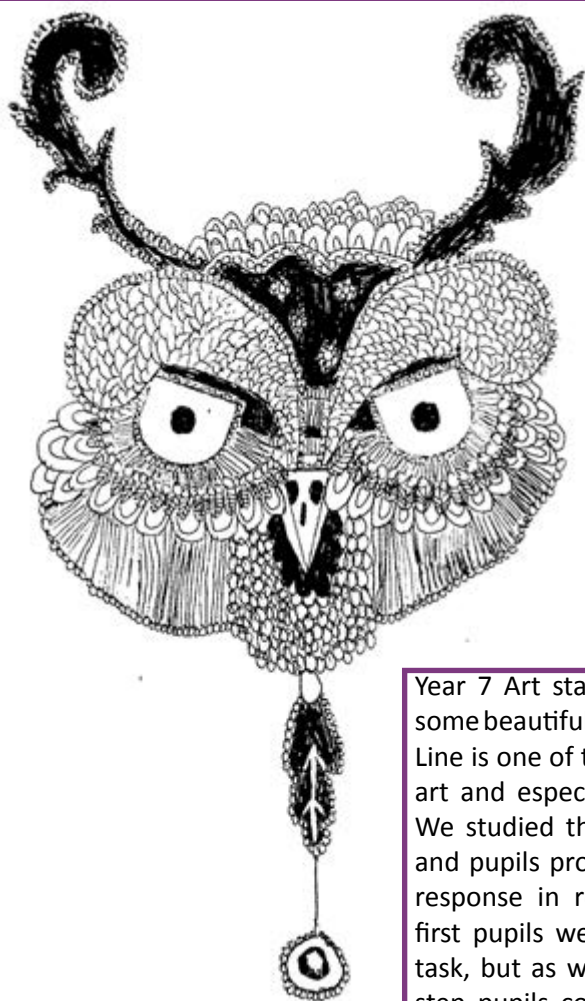


of our pupils who incorporate the 10 main sunnahs of the week throughout the year. Each week our pupils focus on one of the 10 sunnahs. A sunnah is a saying of the Prophet Muhammad (SAW). Following the sunnahs are a true guide and route to success in every aspect of life for every Muslim.

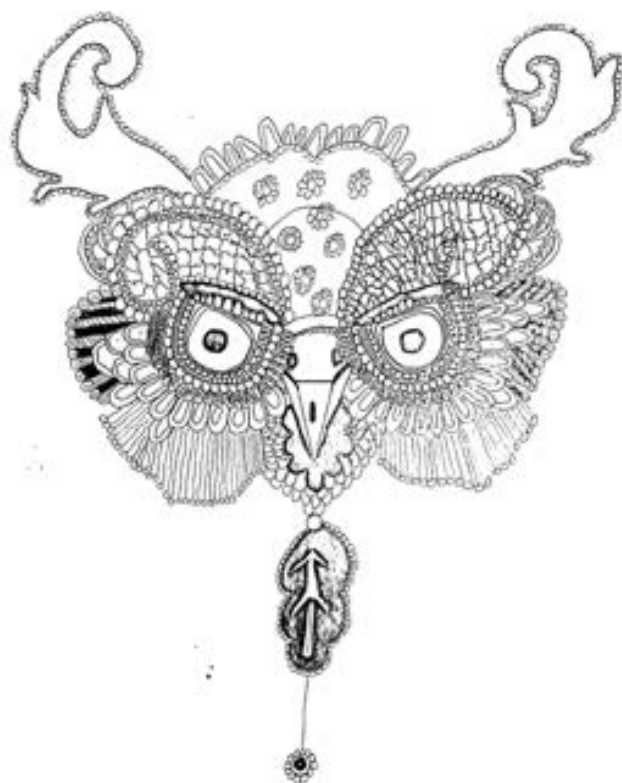
This understanding drives and helps to enhance the characters of all our boys here at the school to become not only outstanding model students in their academia but outstanding role models in their character. From showing kindness to absolute upmost respect to all staff, students, and their parents this is what drives the way of life here at the Eden Boys. This is a key part of the ethos here at Eden Boys' Preston High School and as the boys here know the true value the Sunnahs have, there is no doubt that they show a true passion, drive and strive to being the best versions of themselves that they can be. Excellent attributes define the character of an individual and this is what is shown by all the boys at the school. From smiling and greeting others, using manners, maintaining discipline, showing resilience to being self-motivated to achieving our goals at school and reaching the heights our boys wish to when they leave school, this is what drives the pupils to achieving the high standards we expect from them.

This implementation of Sunnahs is driven by teaching staff, non-teaching staff and heads of year who consistently monitor the well being of pupils and are the role models for our amazing students. We take pride in the success and achievements of all the students who strive to maintain Sunnahs of the week all year round. The Sunnahs allow the boys at Eden Boys to maintain the learning-filled atmosphere where behaviour and attitudes are based around the 10 key Sunnahs.

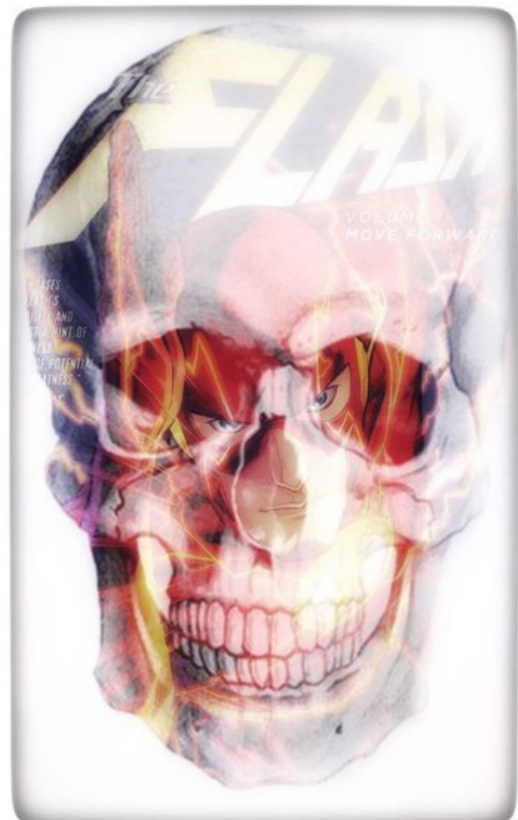
Art



Year 7 Art started the year producing some beautiful illustrations utilising line. Line is one of the basic “ingredients” in art and especially evident in drawing. We studied the artist Rosalind Monks and pupils produced their own unique response in relation to her work. At first pupils were daunted with such a task, but as we broke it down step by step pupils confidence increased and, I think you will agree, the results were outstanding.



Art



Revising for in-School Assessments

Throughout the year, all pupils will undertake assessments under examination conditions for their subjects. These assessments are a vital aspect of your son's education as they:

- Allow teachers to be able to see where there are gaps in knowledge and skills and plan further lessons accordingly.
- Allow teachers to identify whether any extra support is required
- Informs your son about their areas of strength for each subject and those that they need additional work on.

Therefore, it is vital that revision becomes a routine both after the school day and during termly breaks in order to best prepare. Below are some suggestions for how revision can be done effectively:

Flashcards:

Write a question on one side and the answer you need to remember on the other.

Use them to quiz yourself.

<https://goo.gl/s2hDTK> shows a way they can be used.

www.quizlet.com is an app that allows you to make them on your phone.



Retrieval practice

Using revision quizzes and the effort it takes to remember strengthens your memory.

- * Create a revision quiz for each topic
- * Space out the topics - mix up old and new
- * Quiz yourself and identify what you missed



Past examination questions:

Revise the topic first using a range of revision techniques.

Find past examination questions for that topic and attempt them without using any notes or revision guides.

Go back and self-mark and correct using your notes to see which areas need further work.



Look, Cover, Write, Check:

- 1) Look at the information you need to remember. Really study the key points and keep re-reading
- 2) Cover up the information so you cannot see it anymore
- 3) Write down everything you can remember without looking back at your notes
- 4) Check if you were correct. If not, add what was missing and then try again.



Online learning platforms:

There are a range of learning platforms that can be used to support your revision. Speak to your teacher to find out if there is a specialist one for your subject or use Seneca Learning.



Safeguarding

Eden Boys' Preston recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment in our school where children are respected and valued. The school has systems in place which are designed to:

- prevent unsuitable people working with, or coming into contact with pupils within school;
- promote safe practice and challenge poor or unsafe practice;
- identify pupils who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and at school;
- identify pupils who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs;
- contribute to effective partnership working between all those involved with providing services for pupils.

The SHARP and CEOP systems (safeguarding information and reporting systems at Eden Boys' Preston) are in place. They can be located on the school website via the School Gateway. There are two links; one for CEOP and the other for SHARP System.

CEOP stands for Child Exploitation and Online Protection. It is the UK's national child protection agency (visit www.ceop.police.uk for more information). Through the Click CEOP advice and help centre, members of the public can access guidance on a broad range of topics to help protect their children, or alternatively report a concern directly to CEOP.

SHARP stands for School Help Advice Reporting System. There are many reasons why young people decide not to talk about incidents, whether that is due to not wanting to talk face to face, lack of confidence, scared, peer pressure or scared in case someone sees them talking to or seen in the school's office but to name just a few. The SHARP System allows young people to report

any incidents which occur within the school and local community anonymously and without fear. Aside from the reporting tool SHARP delivers educational content to raise awareness on a wide range of subjects including: Bullying, Health, Community Issues, Weapons and Hate Crime.

The SHARP System and CEOP both promote inclusion, safeguarding, e-safety and provide additional opportunities for pupils to report their concerns.

Operation Encompass is a unique Police and Education early intervention safeguarding partnership which ensures that a child/ young person's school/ college is informed, prior to the start of the next school day, that there has been an incident of Domestic Abuse or any incident to which the child/ young person has been exposed in which they are considered to be vulnerable to harm, and which might then have an impact on them in school/ college the following day.

Each school/ college is informed of all such incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all incidents of Domestic Abuse/ vulnerability can be harmful to children and young people.

This information will be shared throughout the year, including holidays and weekends. Information will only be shared with the school/ college by the police where it is identified that a young person was present, witnessed or was involved in a domestic abuse incident.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. At Eden Boys' School our Key Adult is Mr Ikram Adam. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families. The Key Adults will keep this information confidential and will only share it on a need to know basis, for instance, to teaching staff for the child or young person. It will not be shared with other school students.

If you would like some more information about it, you can view it online at www.operationencompass.org.

Safeguarding Team at Eden Boys' Preston

Name	Position	Safeguarding Role
Ikram Adam (Moulana)	Vice Principal	Designated Safeguarding Lead
Muhammed Matadar	Assistant Principal	Deputy Designated Safeguarding Lead
Safvan Yusuf (Moulana)	Head of Year	Deputy Designated Safeguarding Lead
Nafisa Patel	Principal	Deputy Designated Safeguarding Lead
Jenny Greenwood	Assistant Principal	Deputy Designated Safeguarding Lead

English

Y11 have been practising their descriptive writing skills in preparation for English Language Paper 1. Raihan Hoque uses ambitious vocabulary in the following description of a cornfield:

Peace, harmony, tranquillity: the boundless sight of corn stretched as far as the eye could see, not allowing the humble ground to feel the warmth of the everlasting sun. Swaying soothingly, the corn watched over each other making sure each one of them stood tall enough to be seen by the other.

The green grasshopper weaved through the corn, edging into every covert found without hesitation like every molecule of the cornfield was known to

it. Rabbits, hares, snakes, rats, mice, populated the down-world of the cornfield navigating their way through the dense undergrowth.

The solemn row of trees within the distance, stood firmly like lines of serrated teeth slicing the sunlight mid-beam. Self-consciously, the trees flanked the corn fields, shielding them from the wind. The protection of the trees was not ephemeral; it was eternal.

Shining vibrantly, the sunrays chased the darkness away as birds sung in celebration of their arrival. The sun arose from the depth of blackness, solidifying everything it kissed like the conjured elixir of an alchemist. Intentionally, the harbinger of life had brought hope to the desolate cornfields.

Within the distant horizon the lonely, forsaken farmhouse stood forlorn in its pitiful attempt to vanquish the sun. Engulfed in the light of the sun, the house had no option but to root itself into the earth reducing the chance of impalement by sun rays.

Floating thoughtlessly, clouds navigated through the sky using the wisdom of the dying stars which dissipated in the appearance of the sun. The heavenly light of the sunrise instigated joy into any lucky on-looker witnessing it.



The English Department have recently set up a new Theatre and Performance club for a small group of year 7 students. This has been running for 7 weeks now and we have been having so much fun. We have been focussing on drama skills and how we can build our confidence, looking at scripts and giving the boys the opportunity to step out of their comfort zone and use their own imagination. It has been incredibly successful and has created a love of theatre in these wonderful year 7s which has translated into their Drama lessons. We are hoping that this club will continue to grow and that we will have the opportunities to show the rest of the school how fantastic Theatre can be.

Next term in Drama we are working towards Nasheed Performances. Each week the boys will look at a different Nasheed and using a variety of different instruments, they will create their own performances. We are incredibly excited as a department of this new topic and hope it creates a platform for these boys to showcase their musical talent.

Year 11's have been completing their Assessments this week. I am very pleased to share with you Husam Khan's short story, which he managed to write in under 45 minutes:

"I can't breathe, I can't breathe."

"Don't worry help is on its way, stay with me please stay with me! I'm begging you please don't lose focus, don't lose focus, everything's going to be ok"

Michael Phillip's, an 18-year-old African American 5ft 11 male with a broad structure, remembered the day he was applying for the American army, fraught with fear: this was one of the biggest decision he had made. He remembered the long and stressful training sessions he endured in his two year stay at the camp, learning a variety of techniques for combat and survival and all the memories he had made with his pale faced friend, Simon Lapena. The two had a lot of chemistry and were the best at what they did. Michael specialized in the medical side whilst Simon became an expert at the combat aspect. He was happy he thought the Army would change him for the better and make him happy, well that's what he thought...

Michael's head lay against the cold ground, surrounded by an array of deceased bodies with grotesque faces that were disturbing enough to make a grown man weep. Tears streamed down his face replicating the blood gushing out of his side. His face was contorted in agony and pain. Dirt, cold, pain; he knew it was over and was anticipating death. He wanted to 'death' to take him, so he could rest peacefully without the pain of the cruel world, the dilation in his pupils reflected no compulsion to survive. It wasn't going to take long.

Michael was now trembling with enormous amounts of fear as more bullets flew past their base. He didn't like this barren country. He really didn't like it. He saw bodies drop faster than he could blink. The enemy had a vast advantage over the Americans and were more prepared as they were located on the crest of the mountains. He was a medic; he was the only medic alivejust. He tried his upmost best to sit up, slumping on the sandbags that had tons of bullet holes in, he was practically dead and was as useless as a door nail.

"Retreat! Retreat! The American colonel had barked the order to the remaining soldier. Hundreds of soldiers evacuated the battlefield leaving thousands of injured and dead bodies at the front line. Michael was gasping for air and tried his upmost to speak, but no words came out. Soldiers ignored him and turned a blind eye to him. That was until Simon came out behind the jeep; he had his weapon and ran panting towards Michael, who was losing consciousness. "Get up!" pleaded Simon, and Michael's eyes fluttered open. A whistle blew; Simon knew he had to go. As American jeeps were retreating Simon felt pressured, he didn't know what to do, the Enemy was fast approaching, save his life or save his friends?

Simon took a deep breath and left. He betrayed Michael.

The American Jeeps were retreating as the enemy came charging in with their vehicles, there was a chaos of gold bullets. Michael roused himself, he wanted to be some use to his country, clutching his wound he sat and placed his finger onto the mounted matte black machine gun trigger, he fired shots at the approaching combatants and to his surprise bodies fell. This crazy stunt allowed the Americans to create distance from the battlefield. Michael gasped for his final breath and slumped over the machine gun and collapsed with a grin.

Staff STARS of the Week

School support staff are vital to the effective running of a school, but this is not often recognised as they are usually tucked away behind the scenes. They are the unsung heroes of our children's education.

It takes a whole team to make a school a safe and happy place for children to learn. This year has really highlighted just how important support staff are to keeping schools up and running. Many were on site during lock down making sure the buildings were deep cleaned, sourcing and installing the large numbers of extra facilities and signage to support a safe return, supporting the children of key workers, ensuring that no child entitled to a free school meal went hungry and keeping IT systems running to enable schools to keep in contact with their pupils.

Stars in our Schools is a celebration of school support staff, we joined UNISON to celebrate the Stars in our school for wonderful work they do every day and to make sure the world knows just how vital they are to children's education.

Each week we also have a "Star of the Week" from all members of teaching and support staff. Recent winners have been Moulana Mubarak Patel (Pastoral), Mudaassar Afsar (Estates) and Mrs Ramsay (Teaching).

All our staff members devote their time and commitment to the school, and in particular to the students. We thank all members of staff for their devotion to their role and look forward to awarding Star of the Week to lots more staff members as we move into 2021.



Student Voices

At Eden Boys' Preston we have a range of leadership opportunities. Pupils have the opportunity to lead in certain aspects of the school such as: Shuraa, leading prayers including Jumu'ah salah, Library leaders, and much more. Y11 pupils also have the opportunity to become Head Boy, where they represent the school in various ways. Let's take a look about what our Head Boy, Hafiz Abdur Rehamn Bhula has to say about his role:



Assalamualaikum

First of all, I would like to thank you all for giving me the opportunity to represent you as Head Boy. It has been a difficult year for each of us, however we have pulled together and demonstrated our 'Star Values'.

The role of Head Boy means a lot to me and I intend to make the school a better place for fellow students. An example of this is an informative assembly on revision techniques, delivered by myself and the Deputy Head Boy (Mohammed Omer), in preparation for the assessment/exam period, which proved successful, as many students adopted the methods mentioned. We intend to carry out similar events in the near future.

We still have a difficult few months ahead of us, however, I am always on hand to take on board any issues, suggestions or ideas that are in the best interest of the school and students.

Please remember us all in your pious duaas and pray the Almighty grants us success and brings unity within our community.

Wassalam,

Abdurrehman Bhula (Head Boy)

Our Head of Year 7, Moulana Ilyas (MI), interviewed Yusuf Saeed (YS) from 7M to find out some more about him:

MI: Have you settled into Eden Boys' School, Preston?

YS: Yes, most definitely. Initially it was hard because of the timetable and the large building, not knowing where I am going and not knowing teachers names etc. Through the help of the staff I am now in a more confident position. The induction packs, phone calls from my new head of year and the transition day over the summer holidays really helped me to understand what high school would be like before I started. I have made lots of new friends and I like having different teachers for different subjects because they each know their subjects really well! The teachers make the lessons interesting and I feel like I am learning loads!

MI: What is your career aspiration ?

YS: To be a Scholar (Moulana) because I want to learn more about all faiths and I want to help others learn more about my beautiful and peaceful religion of Islam.

MI: Do you enjoy coming to school and why ?

YS: Yes, because I get to see my friends, learn lots of new things and practice my faith whilst at school.

MI: Do you think the school is Covid safe ?

YS: I feel very safe because there are lots of rules around Covid, like bubbles so there is no mixing with other year groups, homebase, social distancing, sticking to the right-hand side, staggered arrival, lunches, breaks and lots of hand washing/ hand sanitising.

MI: Are the staff friendly and helpful ?

YS: Yes, they are very helpful and kind, especially my HoY who helps us all whenever we need him

MI: Would you recommend this school to your friends outside of school ?

YS: Yes I would, definitely. The school really helps us to be better versions of ourselves through the STAR values of Service, Teamwork, Ambition and Respect.



Inspire and be Inspired

In our continued quest of spiritual, personal and academic growth, we strive to bring out the best in ourselves and in others.

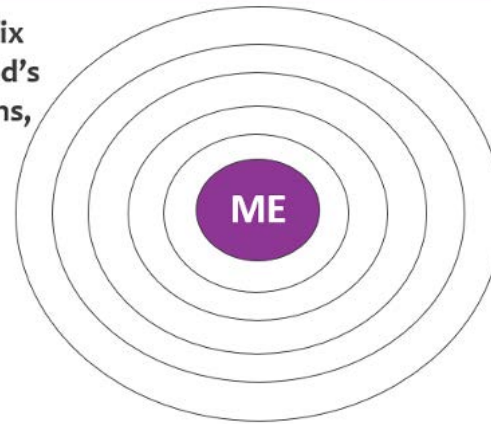
Pupils, staff, governors and parents contributed to our book 'Inspire'. We took pen to paper and thought long and hard about our place in the world: Who and what motivates us? Who and what helps us navigate through the bad times? How do we share our thoughts, feelings and ideas with others to give encouragement and motivation?

We achieved this through our creativity; letting the pen flow onto the paper to capture our thoughts through the medium of poetry and artwork.

We can't wait to share our book 'Inspire' with you. It will be available to purchase from the school-further details to follow. All money raised from sales of the book will be donated to East Lancashire Hospice.

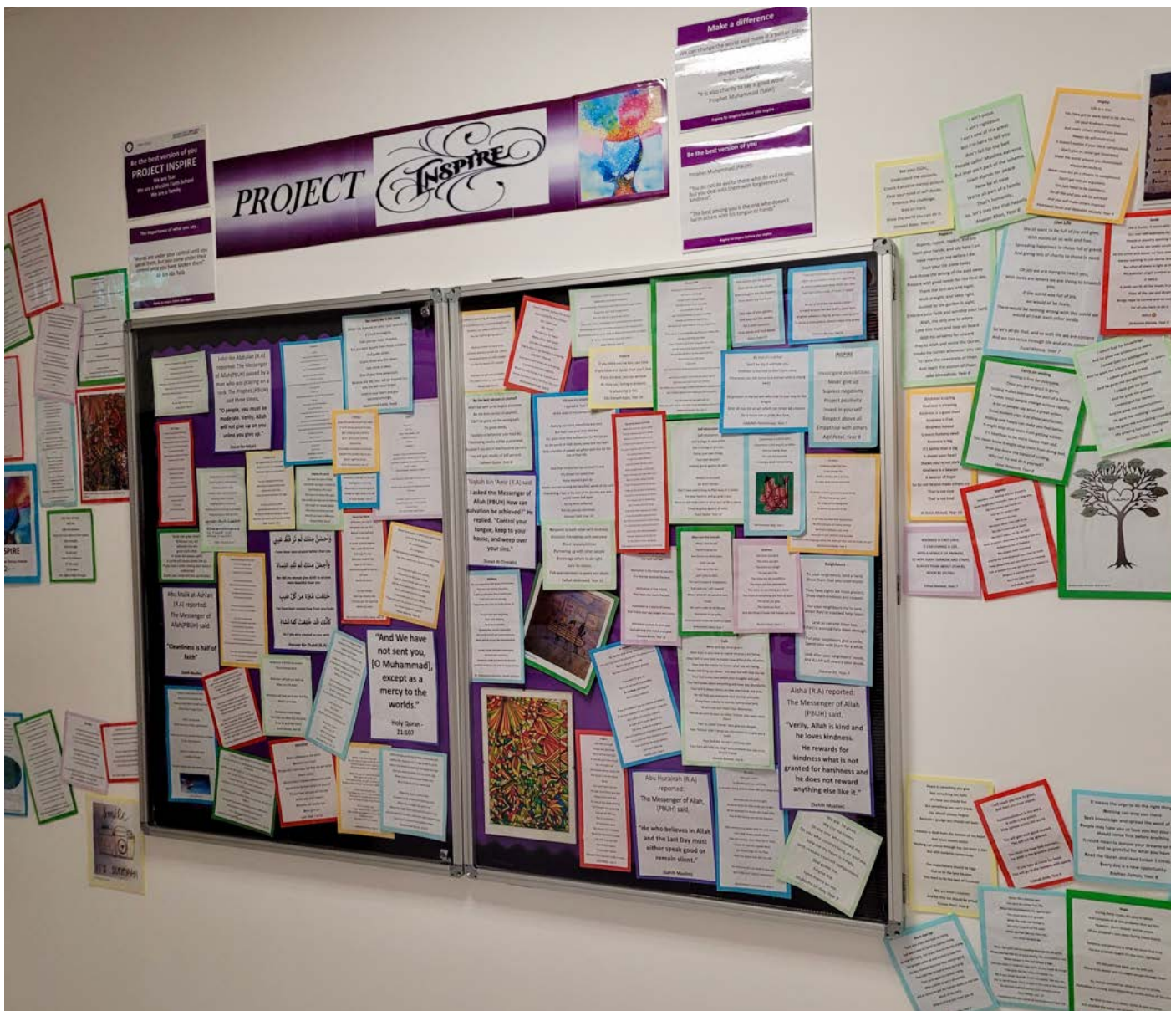
My actions affect ...

I can't fix
the world's
problems,



but I will do
what I can,
to make a
difference
where I can

Aspire to inspire before you expire



Winter Gifts Programme



It is that time of year when the school starts working on its annual Winter Gifts Programme. This is the time of year when our entire school community comes together to support a worthwhile local cause. As in previous years, we will be supporting the children's ward at Royal Preston Hospital once again. We annually send lots of toys and presents to sick children at the hospital in an attempt to try and raise the spirits of those children who cannot be at home with their families.

Our annual fundraiser this term was a very successful "Coloured Jubbah Day". This day saw pupils wear a multitude of different colours to lift the spirits on a drab winter's day. Through the efforts of the pupils, staff and parents we managed to raise £1200 in a single morning. A remarkable effort. The boys also participated in a number of covid safe activities to raise money, as suggested by the student leadership team e.g. household chores such as washing up, hoovering, washing the car, making brews for your grown-ups, looking after younger siblings if your grown-ups are working from home, putting the dishes away, tidying up after others.

Hampers filled with gifts and notes of friendship will be sent to residents in local care homes.

Initiatives such as this are very important to ensure that we look at those less fortunate than ourselves and that the boys understand the importance of charity as a lifelong habit.





Mr Matadar, who organised the day, stated, "this was a fantastic morning of fundraising. All the boys that took part looked incredibly smart in their coloured jubbahs and were able to support a very worthwhile cause. As a school, we are determined to support those less fortunate than ourselves and this initiative is now ingrained into our school calendar. I know the hospital staff are very grateful for our support and we have a commitment to them that we will continue supporting them every year."

COVID-19 (CORONAVIRUS) ABSENCE: A QUICK GUIDE FOR PARENTS / CARERS



	WHAT TO DO IF...	ACTION NEEDED	BACK TO SCHOOL...
	...my child has COVID-19 (coronavirus) symptoms*	<ul style="list-style-type: none"> Child shouldn't attend school Child should get a test Whole household self-isolates while waiting for test result Inform school immediately about test results Access online learning if well enough to do so 	...when child's test comes back negative and symptom free for 48 hours
	...my child tests positive for COVID-19 (coronavirus)	<ul style="list-style-type: none"> Child shouldn't attend school Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms) Inform school immediately about test results Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - even if someone tests negative during those 14 days Access online learning if well enough to do so 	...when child has completed 10 days isolation, and has been without a fever for at least 48 hours They can return to school even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone.
	...somebody in my household has COVID-19 (coronavirus) symptoms*	<ul style="list-style-type: none"> Child shouldn't attend school Household member with symptoms should get a test Whole household self-isolates while waiting for test result Inform school immediately about test results Access online learning if well enough to do so 	...when household member test is negative, and child does not have COVID-19 symptoms*
	...somebody in my household has tested positive for COVID-19 (coronavirus)	<ul style="list-style-type: none"> Child shouldn't attend school Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - even if someone tests negative during those 14 days Access online learning if well enough to do so 	...when child has completed 14 days of self-isolation, even if they test negative during the 14 days

* Symptoms include at least one of a high temperature; a new continuous cough; a loss of or change to your sense of smell or taste. See more at: <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>

	WHAT TO DO IF...	ACTION NEEDED	BACK TO SCHOOL...
	...educational setting or NHS Test and Trace has identified my child as a 'close contact' of somebody with confirmed COVID-19 (coronavirus)	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for 14 days (as advised by educational setting or NHS Test and Trace) - even if they test negative during those 14 days • Rest of household does not need to self-isolate, unless they are a 'close contact' too • Access online learning if well enough to do so 	...when the child has completed 14 days of self-isolation, even if they test negative during those 14 days
	...we / my child has travelled and has to self-isolate as part of a period of quarantine	<ul style="list-style-type: none"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <p>Returning from a destination where quarantine is needed:</p> <ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days - even if they test negative during those 14 days • Access online learning if well enough to do so 	...when the quarantine period of 14 days has been completed for the child, even if they test negative during those 14 days
	...we have received advice from a medical / official source that my child must resume shielding	<ul style="list-style-type: none"> • Child shouldn't attend school • Contact school as advised by attendance officer / pastoral team • Child should shield until you are informed that restrictions are lifted and shielding is paused again • Access online learning if well enough to do so 	...when school / other agencies inform you that restrictions have been lifted and your child can return to school again
	...I am not sure who should get a test for COVID-19 (coronavirus)	<ul style="list-style-type: none"> • Only people with symptoms* need to get a test • People without symptoms are not advised to get a test, even if they are a 'close contact' of someone who tests positive 	...when conditions above, as matching your situation, are met

For further information:
[gov.uk/backtoschool](https://www.gov.uk/backtoschool)



Star

PE

Physical Education during Covid-19

During the summer term, the PE department amended their curriculum plan in preparation for September to ensure that all activities were Covid safe and had safety measures firmly in place. All students across the school completed a health-related fitness unit of work during our first half-term. At the start and end of each unit of work, the boys completed a range of fitness tests to examine their fitness-based strengths and areas to improve. We are delighted to say that a number of our boys made outstanding progress throughout the unit and achieved some very impressive results in a range of the fitness tests. Throughout Autumn 2, the boys have been taught units of work in Volleyball, Badminton, Table Tennis and Football, which has been delivered through technical based sessions/drills to improve the boy's technical capabilities and tactical understanding of the game.



Although we have been unable to run extra-curricular sports clubs, our year 11 GCSE PE students have participated in a range of practical based intervention sessions in some of our key GCSE sports. Due to the current circumstances, remote moderation will take place to assess practical marks this year. Therefore, during this term we have recorded a range of technical based sessions in the Shot-Put event in Athletics. Furthermore, we have also recorded the drills and technical element of our football assessments and completed a selection of Handball sessions with some of the students being assessed as Handball players. The PE department would like to take this opportunity to congratulate all of our students for their outstanding effort, attitude and passion for Physical Education during the Autumn term. Well done boys!



Duke of Edinburgh Bronze Award

This year, the PE department have launched the Duke of Edinburgh (DofE) Bronze award to our students in year 10. After an extremely competitive application process, 19 students were selected to complete the award this year. Students were asked to submit a letter of application to explain their enthusiasm to complete the award and the department were extremely impressed with the quality and detail provided. We are now pleased to announce that the successful students have enrolled onto the course for this year. The boys will now complete 4 sections of the award. These include physical, skill-based and voluntary hours where the boys can experience new sports/activities, develop new skills and offer voluntary support and assistance to their family, friends or their local community. The final assessment will involve an overnight expedition which the boys are extremely excited about. Congratulations to all of the students involved!

