

# Saint John Wall Catholic School

## A Catholic School For All



### Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Issue 22

Weekly Information Bulletin

Date: Friday 3 March 2023

Catholic Life - This year we are focusing on 'The Year of Sanctuary'.

Termly theme: Peace

Termly SJW Values – Eloquent and Truthful

**"Weekly Worship this week** was about World Book Day and the pleasure of reading. We learnt how important reading is and how fun it can be." **Akeyo Cunningham 10WIO**

In Weekly Worship, pupils listened to a reading from the Gospel of Saint Matthew on Jesus being tempted in the desert. They were reminded about the importance of Lent and how Lent is a period of fasting, prayer and repentance. As part of Literacy Week, pupils were able to think about the importance of reading and how reading can help to develop literacy and confidence. They thought about the Bible as an example of a book and all the powerful things that the Bible can teach us. Pupils were able to respond by thinking about what we do at Saint John Wall to promote literacy and they also thought about books that have helped to shape their own lives. Pupils were then able to go forth and take away the message of 'love to read and read to love' whilst also being reminded to do what they can to get involved in Literacy Week.

**"In Afternoon Prayer,** we learnt about Fairtrade. I got to know about the good in it and that everyone no matter what gets a fair trade." **Oyinkansola Olayiwola 7JAS**

As well as this, pupils also prayed for Saint David's Day which took place on Tuesday. Saint David's last words were said to have been 'be steadfast, and do the little things.' Pupils were reminded that making a difference doesn't necessarily mean big actions. Pupils also prayed for Lent and thought about the Lenten Walk that our school will be taking part in over the next few weeks. Towards the end of the week, pupils prayed for CAFOD's Family Fast Day and thought about small acts of kindness that they could complete this Lent.

### Possible NEU Strike Action Wednesday 15 and Thursday 16 March

Thankyou to all parents, pupils and staff for enabling the first two strike days on 1 February and 1 March to run smoothly, with minimal disruption to pupils' education.

Last Friday 24 February I received a letter from The Rt Hon Gillian Keegan MP, Secretary of State for Education. In her letter she states:

*'On Tuesday, I wrote to the NEU, NASUWT, ASCL and NAHT offering to move into formal talks on pay, conditions and reform that will address all areas in dispute.*

*These formal talks have been offered to build on the constructive discussions we've had with unions to date that have been largely focused on workload, recruitment and retention, and our submission to the pay review body. I have heard the union leaders when they requested that Government needs to come to the table and make a real offer to discuss pay to avert strikes. We have now done that and I hope we can find a fair and reasonable settlement that recognises the vital role you play as our teachers and school leaders'.*

It therefore appears that there might be engagement between the Government and teaching unions in order to address the matters in dispute. If this happens soon, the next two planned strike days might not occur. However, if strikes do go ahead it will be necessary to make changes to your child's education on both those days. The provisional arrangements are as follows:



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



- Wednesday 15 March: Year 8 and Year 10 pupils will be provided with work to complete at home. Year 7, 9 and 11 pupils will be educated on site.
- Thursday 16 March: Year 7 and Year 9 pupils will be provided with work to complete at home. Year 8, 10 and 11 pupils will be educated on site.
- Arrangements will be made on both days for pupils eligible for free school meals.

I hope to be in a position to confirm these arrangements in next Friday's newsletter.

Thankyou again for your co-operation and patience with accommodating education changes during this industrial action.

By Miss Marston

### Important Dates to Note

- **Year 8 Pathways and Core Parents' Afternoon**  
Thursday 9 March 2023 – 2.30pm to 4pm
- **National careers week values@ day**  
Friday 10 March 2023
- **Possible NEU Strike Action**  
Wednesday 15 March 2023
- **Possible NEU Strike Action**  
Thursday 16 March 2023
- **Year 8 Globe Theatre Trip (45 pupils)**  
Thursday 16 March 2023 – 9.30am to 7pm
- **Year 10 University of Birmingham Trip (14 pupils)**  
Wednesday 22 March 2023 – 8.30am to 3.30pm
- **Alton Castle Retreat (30 Year 7 pupils)**  
Monday 27 March 2023 to Wednesday 29 March 2023
- **Year 11 Parents' Evening**  
Thursday 30 March 2023 – 4pm to 6pm

### ParentPay

We will no longer be using ParentPay from Monday 29 May 2023. Please ensure you are using MCAS.

## St. Chad's Sanctuary

A place of welcome for Asylum Seekers and Refugees



We recently donated a cheque for £63.58 towards the work of St Chad's Sanctuary. They have acknowledged this and would like to thank us for our support.

By Miss Marston

### Safety Notice

We continue to work with the police supporting their initiatives to ensure that pupils are aware of any dangers and risk to their life and others. Therefore, if a pupil is found in possession of an item that is perceived as a weapon, it will be reported to the Police and the Police may decide that it is necessary that the individual is arrested.

West Midlands police have offered our school a unique opportunity to show that there are different jobs available within the Police force. Over the forthcoming months the police sniffer dogs and handlers will be in school to showcase how they are used.

By Mrs Crooks

### St Mary's Coffee Morning

This week our coffee morning activity has been bingo. Pupils have collected a great many coffee cups and empty cake plates, washed and dried up as well as chatting to guests about their week. A big thank you to Nigel who shared his joy of chocolate and who was lucky enough to win a whole box of Dairy Milk last week in our absence. He didn't want to share those unfortunately! Next week is Tai Chi. By Mrs Clayton



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk

## Catholic Life

### Year 9 Wellbeing Ambassadors

Our Year 9 Wellbeing Ambassadors created and delivered Weekly Worship for Children's Mental Health week, as well as resources for use during form time. The theme of the week was 'let's connect', and pupils reflected on the importance of connecting with others for support and friendship. During Lent, the team will be running some sessions to promote mindfulness after school.



### Year 7 Chaplaincy Team

Pupils in Year 7 have continued working on planning their weekly worship for CAFOD's The Big Lent Walk. This is a CAFOD challenge that helps to raise money for global poverty by walking 200km during Lent. Our team then put together a Weekly Worship which they delivered to the rest of the school during the week.



### Year 8 Sanctuary Team

This month we have updated our Sanctuary Team board in the RE corridor. The pupils came together to look over their work and to decide on what pieces should be displayed. As well as this, they took part in pupil voice on what they have enjoyed about being part of the Sanctuary Team and the work they have been doing. These were also added to the display board.



### Adoration of the Blessed Sacrament

Each Monday we have a service of Adoration in the school Chapel. This time of reflection, spent with the Eucharist, gives pupils the opportunity to reflect on scripture and build on their own faith.



### Year 8 One World Group

The One World Group have been meeting regularly to discuss the results of their latest survey, as well as thinking about how to launch their Active Travel Plan for the Summer Term.





### Year 7 Visit to Saint Chad's Sanctuary

In February we visited Saint Chad's Sanctuary with Year 7 to explore the work that the charity does to support Refugees across Birmingham.



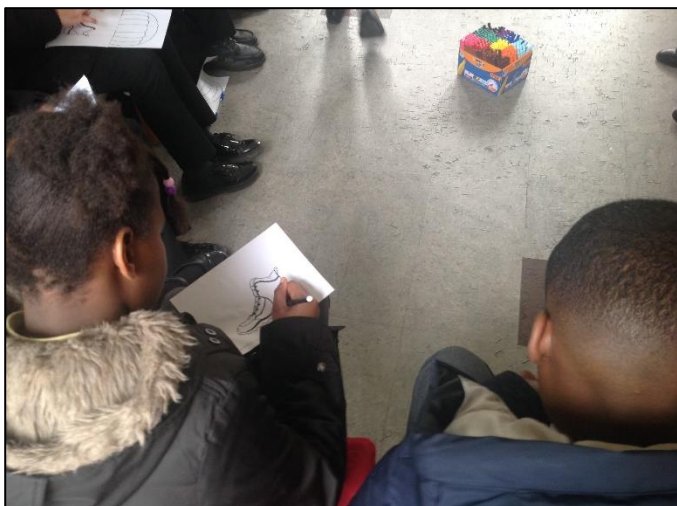
### Mass at Saint Teresa's Parish

Pupils in Year 7 have had the opportunity to visit St Teresa's Parish Church for Mass.



### Year 7 and 8 Servers Retreat with Saint Teresa's Primary School

We were delighted to spend time with pupils from Saint Teresa's Primary School, celebrating Mass together, as well as meeting some of the Parishioners and taking part in prayer. All pupils who took part serve on the Altar at their local Churches, and are a wonderful example of how many members of our school community put their faith into action.



### Chapel at lunchtimes

#### Safer Internet Day

At the beginning of February, pupils thought about Safer Internet Day. As part of this, pupils spent some time thinking about the qualities of what makes a good person online. Pupils also looked at some scenarios to do with online gaming and how people talk to each other online. They discussed how certain individuals would feel in each scenario and how why it is important to always think about what you are going to say. Pupils also completed a Safer Internet Day crossword that had lots of tips and advice on how to stay safe.



## Time to Talk

February also celebrated Time to Talk Day 2023. This day which happens every year, is a day for individuals to come together to talk and listen. As part of this, pupils came together to discuss why it is important to talk and mind mapped these ideas. Discussions were focused around the importance of feelings, trust and the importance of communication.



## Back to school reflection

When pupils returned after the February half term, their Mindful Monday reflection focused on last half term. Pupils thought about things that went well last half term, subjects they enjoy and also thought about challenges they may have encountered. As part of this, pupils then thought about how advice they would give themselves and how they can prepare for this half term.



## Children's Mental Health Week

During February we celebrated Children's Mental Health Week 2023. The theme of this year's Children Mental Health Week was 'Lets Connect'. Pupils took part in different activities over this week. Pupils made paper hands that were stuck up in the Chapel. As part of this, they wrote down 5 things they could do to look after their mental health and be kind to those around them. As well as this, pupils made some positivity cards that then handed out to their friends to promote the importance of kindness during Children's Mental Health Week.



By Mrs Ellis



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



## EAL Hub

At Saint John Wall Catholic School, there are over 54 different mother languages spoken, and the proportion of our pupils that do not speak English as their first language is significantly above national average. Within the EAL (English as an additional language) department we have redesigned our curriculum this term to provide bespoke teaching for pupils who need support in acquiring both the language and skills needed to access the mainstream curriculum. Some pupils were selected to engage in a 6-week intervention programme. The aim of the programme was to meet the needs of pupils in order to make rapid progress through quality first teaching and EAL support in an inclusive setting. The pupils were exposed to essential subject vocabulary and content to enable them to access and engage with the mainstream curriculum. Pupils were taught Maths, English, Science, Humanities, R.E., Phonics and Lifestyles during the intervention. We are delighted to say that the pupils who attended the intervention programme have made excellent progress and it has had a huge impact on their communication skills. We are very proud to see that all the pupils will be able to confidently re-join the mainstream curriculum on Monday, with not only improved English language but the knowledge and skills required to successfully participate in their lessons. Well done to the pupils and thank you to all the teachers who provided this specialist EAL provision.

By Miss Lally



## Literacy Week

This week has been Literacy Week here at Saint John Wall, which marks the second year of the event in school. This special newsletter edition will showcase how each subject develops pupils' literacy skills.

As part of Literacy Week, our focus is on developing and building on our literacy skills in all of our subjects, they are a part of every lesson in terms of speaking and listening, reading and writing. While teachers have been reflecting on literacy in their own teaching practice, pupils have had many opportunities to take part over the week. A new 'Decorate Your Door' form time competition has been launched, with forms using a literary theme to decorate their form doors in the style of a book, character or genre of their choice. Reading for pleasure was also a key ingredient this week, as every pupil in Years 7-10 was given a reading book to take home and enjoy. In addition to this, pupils in Years 7, 8 and 9 took part in a Reading Relay, with class teachers (many of whom were dressed as a favourite character) modelling reading and encouraging the enjoyment of reading for pleasure over the course of a day.

There have been so many members of staff and pupils who have participated in making Literacy Week the success it has been. A huge thank you to all. By Mrs Hillier





## Head of Year Messages

### Head of Year 7 Message

This month, following their assessment in January, Year 7 have been working on their study skills. We welcomed Elevate into school to lead a workshop on memory techniques for revision. Pupils enjoyed this session and learnt a variety of different fun ways to remember new information. Elevate will be returning to school for a follow up session during Careers Week next week.

Next week is National Careers Week and Year 7 will take part in their next Values@ Day. Visitors will join Year 7 from the following companies:

Elevate  
Capital One  
Friends of the Forces  
Red Snapper  
Cyber Explorers  
IFS

We look forward to working with our guests as a year group in order to explore that all important question, what is God calling me to be?

### Head of Year 8 Message

Year 8 had their assessment week in February. The completed assessments in all core subjects (English, Maths, Science and RE) and also in History, Geography, Computing and MFL. On the whole pupil behaviour in the assessments was very good. The Key Stage 3 team were pleased to see Year 8 taking their revision seriously and completing their examination homework booklets - over 150 positives were awarded for completion of homework.

Next week parents and pupils in Year 8 are invited into school to speak to staff and discuss Core lesson progress and available Pathways subjects. You will have the opportunity to discuss your child's progress in core subjects, as well as look into other subjects that they may continue to study next school year. The Pathway's Afternoon will be from 2.30pm-4pm and there will be a talk about the Pathways given by Mr Price at 3pm and 3.45pm during the afternoon. I would encourage you to go to one of them as he will be able to answer any questions or concerns you might have regarding your child's next steps in their education.

All Pathway choices need to be completed on the online form which Mr Price will send out. This must be completed by Friday 31 March.

By Mrs Ellis

### Head of Year 9 Message

Welcome back after your half term break. As parents are aware revision booklets were given out just before the holidays in preparation for upcoming assessments. It is important that pupils use this time to revise and prepare to do their best. This week we looked at Literacy as this is an important part of pupils' education. There are many ways we promote reading for pleasure at Saint John Wall, either through reading in class or independently. We have also introduced taking part in reading relays. Year 9 pupils are currently using Sparx for reading and they will regularly be set homework which involves a task reading for understanding and answering questions about what they have read and understood. Please support your child at home. Don't forget, homework is always available on our website, this can be found in the Development Homework section of the website.

Next week will be Punctuality Focus week and, as always, it is important that pupils are in school before 8.50am. During the Focus week pupils who are late will be issued a one-hour detention on the day they are late. Good punctuality ensures that pupils achieve their best both academically and personally. Good punctuality also demonstrates reliability which will help prepare our pupils for life beyond education, in the world of work.

Please ensure that pupils continue to wear full school uniform including a school bag and full stationery. Coats need to be worn to school as the weather is still cold. At the end of the day pupils need to ensure they are leaving the school site and going straight home. If they stay for Supper Club, they must sign-up on the list. Please remember whilst pupils are wearing their school uniform they are still representing our school.

As always stay safe and look after each other.

By Mrs Chand



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



## Head of Year 10 Message

As we are now in our spring term 2, most of you have remained calm, considerate, and conducted yourself with maturity. I am impressed with the way you have modelled high standards for younger year groups in and around the school.

We have some improvements to make, and this includes uniform standards, which seem to slip during break and lunchtimes. Let's ensure that your shirts are tucked in, and ties are on when we are in school. Please can I remind you; no pupils should have any makeup on, and nose studs are not allowed, under any circumstances.

Well done for your participation in the recent rocket house competition, we came together and launched competitive rockets!

It was great to see you and your parent/carers during our Parents' Afternoon, which was your first face to face Parents' Afternoon, since Year 7 (Autumn term 2019). I would like to thank you for your dedication and hard work towards your education and responding to what God is calling you to be. I hope through your teacher feedback, you are able to identify areas which you need to focus on and close the gaps, in order to be in a stronger position for future assessments.

Overall, Year 10, you are doing some fantastic work, gaining respect and positive feedback from staff, and I am extremely proud of you. Please maintain these high standards and continue to shine.

**By Mr Hussain**

## Head of Year 11 Message

Hello Year 11, welcome back after half term. This month has been a busy one with preparation for exams. It has been fantastic to see so many pupils wanting to use T2 at break and lunch, motivating and pushing each other to be better- the real #champion attitude to learning. Revision numbers have increased this month also which is fantastic to see the majority taking every chance to gain the expert knowledge from teachers to enable the best possible results- hopefully this will show in the current mock examinations that are taking place. Just over 10 weeks to go until the first GCSE exam- still time to be pushing and striving for the best grades!

Well done to all pupils who have received a mention in weekly worship for so many reasons-, too many to name but over 30 different Year 11's have been celebrated for their achievements in classes and around school. We hope you enjoyed your chocolate (thank you Mr Holder).

Also, well done to 11LAL for having Year 11 top positives this year so far rewarded with donuts in form on the last day of half term!

Congratulations to the pupils below on having the top positives in the year group also. I look forward to sharing breakfast with you soon!

**Ravjot Singh**  
**Natalia Moszczynska**  
**Beatrice Tofei**

**Azailea Tweede**  
**Sukhpreet Singh**

Thank you to the prefects who also helped to sell raffle tickets for the Easter hampers before half term. This was such a success these pupils sold around 400 tickets in 4 days. All monies raised were added to the total and the money being donated towards charity supporting the victims of the earthquake in Syria and Turkey. Thank you also to all those who donated, we are a generous and selfless year group!

We have had some more wonderful post 16 providers talk to pupils about choices after SJW. Some pupils have also had the chance to meet with our careers advisor Mrs Smith to help with applications and finding open days to attend. Use this link: <https://www.birminghamcareersservice.co.uk/open-days/> to help look up some open days if you have not already done so.

I would like to remind you of some key dates for Year 11's

6 to 10 March- Late focus week.

27 March- New form groups based on mock 2 exam results

30 March- Parents' evening

15 May - First GCSE exam

**By Miss Reynolds**



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk





## Literacy in EAL

Pupils in EAL this week have identified what a simile and a metaphor is. They have correctly applied this when looking at sentences before writing their own phrases to incorporate similes and metaphors. Here is an example of work from Fasika Araya Year 8. By Miss Lally

A simile is a way of describing something by comparing it to something else using 'like' or 'as'.

Her eyes are like stars and her lips are like roses.

The car was as fast as a cheetah.

**Similes and Metaphors**

Identify whether the sentences below contain a simile or a metaphor by ticking the boxes in the correct column.

	M	S
The giant was as tall as a mountain.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sam woke up to the ground outside covered in a soft, white blanket.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The bass drum in her chest was getting louder and louder.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Like a mouse, the boy crept down the corridor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
With a sound as loud as a foghorn, the elephant came charging out of the trees.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The diamond-encrusted spider webs glistened in the early morning sun.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Now, have a go at completing the sentences by selecting an appropriate simile or metaphor from the box and writing it on the lines provided.

- The cat hissed as angrily as a snake.
- Silver slashes zig-zagged across the sky during the storm.
- Fluffy clouds licked the bubbling cauldron.
- The bird felt like a fluffy cloud when she finally lay down.
- Outside, like candy floss on sticks, fell from the sky and pummelled the ground.
- The cherry blossoms bloomed like candy floss on sticks.

Fluffy clouds	like candy floss on sticks	Silver slashes
like fluffy clouds	as angrily as a snake	

Checked by your teacher

Friday 27th February

Metaphors and Similes

Jumping for	joy.
The room is a	tip.
The rocks are	jagged knives.
Life is a	journey.

Good job!

Devel's head and Armando's head look like a spiky you know that?

My hair is curly but not like Armando's hair. His is very curly hair.

## Literacy in Performing Arts

### Music

In Year 11 music we have been looking at different job roles in the music industry to help prepare pupils for their examinations. Deborah Gebrekiristos 11HAR has shown very organised work which will help her as a revision tool. She has demonstrated excellent spelling and correct sentence structures. **By Miss Antonucci**

Who works in a recording studio?

Engineer - Records, edits and mixes the sounds. This could be for music, film, radio or video games.

Assistant Engineer - Helps to support the engineer in the tasks mentioned above.

Maintenance - They help to maintain and repair all the equipment used in the recording studio.

Electronic Engineer - These people have more knowledge of the technical aspects of musical equipment.

They will have greater knowledge of the internal design of the music software.

Mastering

A Mastering Engineer:

- Produces the finished mix of a song/album and makes sure the audio and technical quality is perfect.

A CD Manufacturer:

- Produces multiple copies of master CDs, CD cases, artwork for the CD.
- Anything to do with packaging.
- Delivering to distribution.
- Digital delivery through services such as Apple Music.

very organised well done! good.

### Drama

In Drama Year 8 pupils complete a literacy task which builds skills and knowledge needed for Drama at KS4. In this example you can see Maja Karwanska 8PAL complete a literacy task based on her first impressions of the play 'Blood Brothers'. She has used key sentence starters to help her formulate a good response. She has also shown good organisation for how she sets out her page. **By Miss Cummings**

#### Literacy Task

It is important as actors to fully understand any play before practically exploring it. This way you are not only learning about different societies but you are enabling yourself to develop your thought process when deciding on how to perform a certain scene or character as you will have background knowledge.



#### Developing your 1<sup>st</sup> Impressions

While you are watching the plot of Blood Brothers, use this space to record your initial thoughts about the play. Use the questions on the power point to help you!

The mother couldn't have kids so  
she took the other one. One thing I  
found interesting

G O S S I P	Marki code
Grammar	G
Organisation	O
Sentences	S
Spelling	Sp
Interesting vocabulary	I
Punctuation	P

#### Developing your 1<sup>st</sup> Impressions pt. 2

Now that you have noted down some initial thoughts about this play, use the sentence starters on the board to help format 2 sentences stating your 1<sup>st</sup> impressions of Blood Brothers.

- 1) One thing I found interesting about Blood Brothers  
was when the mother was born because it was bad and scary I felt bad.
- 2) When watching Blood Brothers I thought  
I was gonna cry because it was sad leaving a child behind.



## Literacy in Science

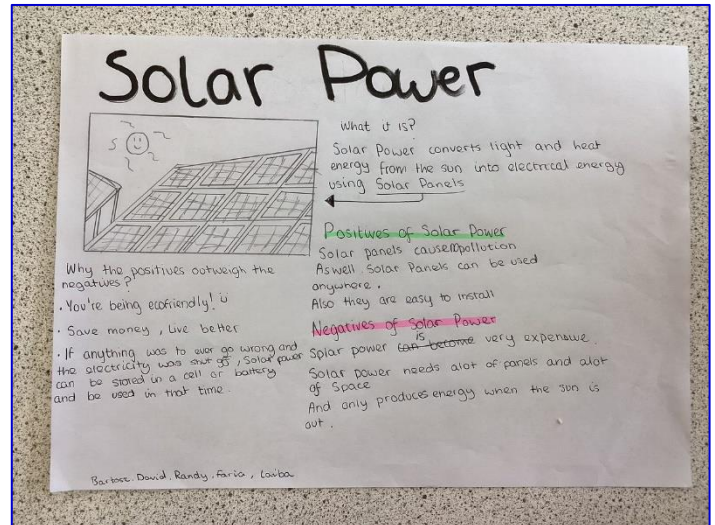
This week in science, 10SC2 have been looking at renewable energy sources. The class looked at a range of sources that can be used to help power the UK in the move away from fossil fuels. The students were tasked with presenting their proposals on what type of energy source they would use and tried to sell it to the class in a 'Dragons Den' style pitch. The type of energy sources the students were looking at were solar power, hydroelectric power, and wind power. Of course, it was not possible to give the winning team a monetary prize, so instead of an investment of money, they were given some treats including jam and sprinkle donuts, cookies, and a box of chocolates! Solar power won the pitch this year, but in the future, we may have different winners; overall the real winner will always be the environment. The pupils enjoyed seeing how business can be used in the spreading of science knowledge, and also how science is used to make a difference in our communities, both locally and globally. **By Mr Hayaat**

*"The activity was really fun and we learned about how using renewable resources is better for the environment."*

**By Laaiba Akhtar 10W10**

*"I enjoyed being able to think about science in a different way by looking at science from a business perspective. I still think our team should have won!"* **By Pavan Kumar 10HAL**

*"I liked the activities we did in the lesson and would like to do more activities like this in the future."* **By Ezekiel Osazemwinde 10GOS**







# Literacy in Science

As a Science team we have consistently high expectations based on an ambitious sequenced curriculum, designed for all learners to experience the joy and wonder of Science. Our curriculum has been designed and driven by principles of the Catholic faith. Pupils have multiple opportunities to develop and showcase SJW values through using their enquiry skills, literacy and numeracy skills (Maths in Science) and also through their practical skills.

Pupils develop their literacy skills as we journey through the topics within the three Sciences. We encourage all pupils to read around the subject they are being taught in order to develop their scientific vocabulary. This strengthens their ability to write extended pieces of work with a science focus.

By Mrs Bates

**GOSSIP TASK(MAKE CORRECTIONS)**  
**HOW THE HEART FUNCTIONS:**

- **Vena cava** brings blood from the body into the **Right Atrium**, when the atrium is full, muscles in the wall contract and force the blood through the valves into the **Right Ventricle**. The **Valves** are flaps of tissue that stop blood flowing backwards.
- When the ventricle is full of blood, the muscles of the **Ventricle** wall contract, forcing blood out through more valves into the **pulmonary arteries**. This carries **Oxygenated** blood to lungs where it picks up **Carbon dioxide** gases.
- The **de-oxygenated** blood returns from the lungs to the **Left Atrium** of the heart in the **pulmonary veins**. While the **Right Atrium** is full, it contracts and forces the blood through the valves into the left ventricle. Once the Ventricle is full of **oxygenated** blood the muscles of the ventricle wall **Relaxes**. This forces blood out through more valves into the **Vein**. The **Vein** is the large blood vessel that carries deoxygenated blood around the lungs.
- The muscle wall of the **Right Ventricle** is thicker than that of the **Left Ventricle** because it has to pump blood all around the lungs rather than just to the body.

A **Vena cava** brings blood from the body into the right atrium when the atrium is full, muscles in the wall contract and force the blood through the valves into the right ventricle. The valves are flaps of tissue that stop blood flowing backwards.

**SP6 GOSSIP TASK**

There are many radioactive isotopes in nuclear waste. Technetium-99 is just one of these isotopes. People are worried about how we should deal with nuclear waste. Explain why it is difficult to deal with nuclear waste safely.

- When nuclear waste is being moved and transported, there will be a spillage which would be harmful for humans and the environment.
- Nuclear waste involves radioactive isotopes which normally have a very long half-life. This means it takes a long time to die and therefore would be harmful and may lead to people being to have their bones.
- Additionally, it's very difficult because it takes special equipment and skilled people to deal with.

Check your work using GOSSIP, your teacher will give you feedback.

WWW: You understand what the question wants and explained.

EBT: How to calculate force. What's the formula for force.

EBT:  $Force = (mv - mu) / t$

**Identify and describe momentum:**  
Momentum is a combination of mass and velocity. It helps explain some of the most important interactions in nature. Momentum is also a vector quantity (has size and direction). When something has no momentum when it's stationary, but when it starts moving, the momentum will be in the same direction as it's travelling. The faster the object moves, the larger the momentum.

**Explain how to calculate momentum:**  
Write down the formula for momentum is  $momentum = mass \times velocity$ . Momentum is measured in kilograms per second (kg m/s), mass is measured in kg and velocity is measured in m/s.

**Apply the principles of conserving momentum:**  
In a closed system, the total momentum before an event = total momentum after the event. A closed system is when something can't be affected by external forces. Momentum is conserved in collisions and explosions.

23rd January 2023

**CS6-9 Removal revision**

10: What are some key concepts from CS6-9?

**CS6-9 photosynthesis**

Reactants: **glucose + oxygen**  
Products: **carbon dioxide + water**  
= energy transferred by light

light, carbon dioxide and temperature are factors affecting photosynthesis.

**Stoma:** microscopic pores in leaves.

**Root hair cells:** cell found in the surface of plant roots.

**Xylem:** is big thick-walled tube found in plants, formed from many dead xylem cells. The vessels carry out water and dissolved mineral salts through the plant.

**Cartoon Elements**

Use the periodic table to find the symbols for the groups of elements below. Each group should spell a different cartoon character.

W O O D Y  
T r a n s i t i o n m e t a l s, d i s t a n t  
D I N N O  
R e l a t i v e l y s o f t, b u t h a r d, c r a c k l e s, t h e s e m e t a l s, c o o p e r  
S A L T  
C a t a l y t i c, h y d r o g e n, m e t a l, p o t a s s i u m  
M E T A L  
S O O T Y  
C H I P  
E L F  
S M I T H  
S I L I C O N  
S O O B Y  
B A L L O O N  
S L I M  
A L I C E  
O S C A R  
P O C A H O N T A S  
P I K A C H U  
S C R A P T

**EBT- plant cell**

plant cells contain 7 components  
a nucleus, cell membrane, cytoplasm and many mitochondria. However they contain three extra components a cell wall, vacuole and chloroplasts.

**chloroplasts** - this is where photosynthesis happens.

**vacuole** - this contains a watery liquid called cell sap it keeps the cell firm.

**cell wall** - this strengthens the cell and provides it support.

Diagram labels: nucleus, cytoplasm, chloroplasts, mitochondria, vacuole, cell wall.



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



## Literacy in Maths

The maths department have looked at a variety of resources to support literacy within mathematics. Some of the things we have looked at are:

- Frayer Models - creating definitions, examples and non-examples for key words.
- Worded questions - breaking down long, worded questions, and understanding what maths is being asked.
- Matching - pairing up key words with definitions.
- Communication questions - the GCSE maths exam contains questions where a good standard of written communication must be seen. We regularly practise these and feedback the best answers with the class.

By Mr Simmons

DEFINITION	Solvable Equation		CHARACTERISTICS
Equations that are only true for certain values of the variable.			<ul style="list-style-type: none"><li>• Is an equation</li><li>• Involves exactly one variable</li><li>• The variable could appear multiple times.</li></ul>
EXAMPLES	$3x = 7$ $3x = 2x + 7$ $3p^2 = 2p + 7$ $x = 4$ $3 = 2(x + 7)$ $\frac{2y}{7} = 8$ $(x + 3)(x + 2) = 0$ $\frac{7}{2y} = 8$		NON-EXAMPLES
			$2x + 8 = y$ $2x + 8 = 3y - 1$ $2 + 8 = 13 - 3$ $2 + 8y = 13 - 3p$ $y = 13 - 3p$ $y = \frac{ab}{13x^2 - 3p}$

**Literacy**

Bob says:

"I think  $3ab$  and  $5ba$  are unlike terms because they contain different letters"

Do you agree? Convince me!

**Literacy**

**Reading for Accuracy**

Rebecca is  $x$  years old.  
Mary is 8 years older than Rebecca.  
Jill is three times older than Mary.  
The sum of their ages is 67.

Form an equation in terms of  $x$   
Solve the equation and work out Rebecca's, Mary's and Jill's ages.







# Literacy in Geography

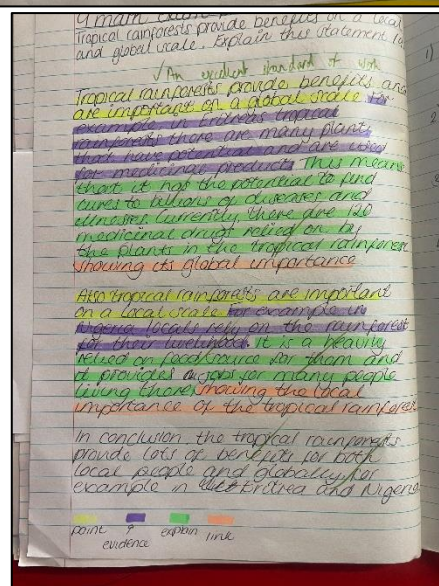
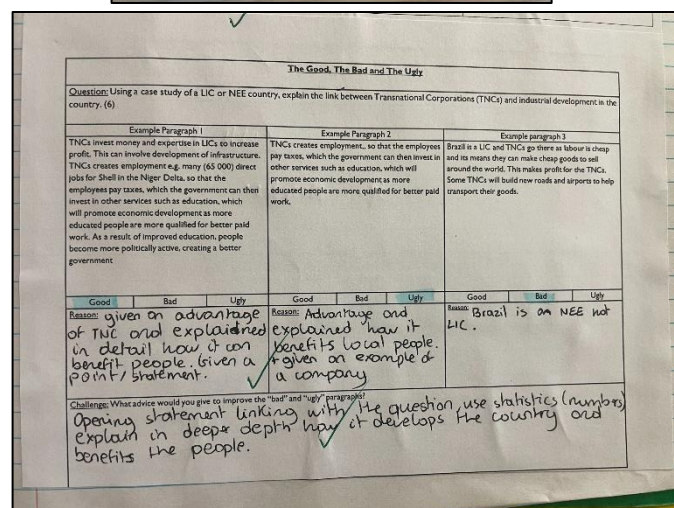
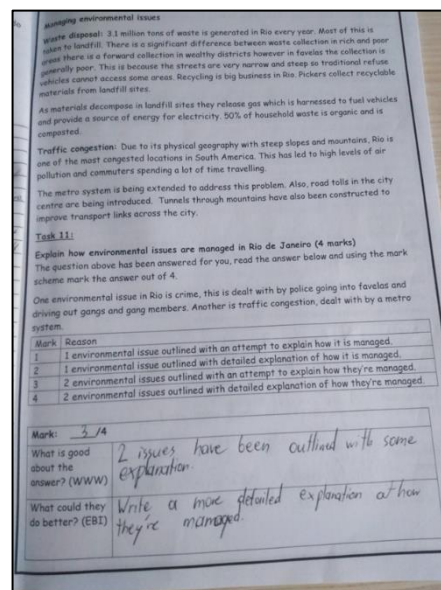
In Year 11 we have implemented literacy through examination homework in preparation for Mock 1, giving pupils the opportunity of extended reading, a key skill helpful for reading figures in their Geography GCSE.

Below is a Year 11 piece of work where a pupil has read some key Geographical information and a model exam question attached to the text. The student has then marked the exam question using a student friendly mark scheme and set a WWW and EBI task.

In KS4 Geography a literacy strategy for exam practice is a task called the good the bad and the ugly. Pupils are given an exam question that has been answered three times. One answer is good and answers the question appropriately and correctly, one answer is bad and is incorrect, giving the wrong answer or factually incorrect answers. And one answer is ugly, answering the question correctly, but with room for improvement. It is the pupils' task to work out which answer is which and give reasons for their decisions.

In Year 9 over the past two lessons we have been preparing for an upcoming assessment. Part of any KS4 geography assessment involves answering 6 and 9 mark exam questions. A strategy we use for structuring exam questions is PEEL. This stands for Point, Evidence, Explain and Link. It helps students with how to structure each of their paragraphs. This lesson we spent time breaking down an exam question, writing a model paragraph together as a class and lastly pupils highlighted each section of their paragraph to clearly show its 4 different elements (PEEL) as pictured below.

By Mr Woodward and Ms Levine



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



# Literacy in History

In Year 8, pupils have started to learn about World War One. As part of literacy week pupils read an extract from *Black and British: A short essential History* by British Historian David Olusoga. The extract described the experiences of Black Soldiers from the West Indies and Africa during World War One. This helped pupils to see the Great War as a war in which people from many backgrounds played an important role. Pupils were learned and wise by summarising the text and breaking down key vocabulary. **By Mr McIntosh**

**Historical Scholarship: What were the experiences of Black soldiers during World War One?**

The picture most British people have of the First World War is of soldiers fighting in muddy trenches in northern Europe. But as its name suggests, the war took place around the world. It was fought in the Middle East, Asia and Africa, as well as at sea. What began as a local quarrel in south-east Europe in the summer of 1914 quickly spread and became a clash between empires. Soldiers from all over the world fought and died, including men from the British colonies in Africa and the West Indies.

West Indian men were especially keen to fight for Britain in the war. There was a feeling of wanting to help Britain, the 'mother country'. Many people felt loyal to the British royal family and saw the British Empire as an empire of freedom. One Jamaican who wrote to the *Jamaica Times* newspaper in 1914 argued that for the love that we held for the British flag we should fight as brave men and die as heroes. At the same time, the West Indies were still poor and there was not much work available. The army offered steady wages as well as adventure. All these reasons drove some men from the West Indies to buy tickets for ships to Britain, or even show away illegally on board, so that they could try to join the army when they arrived.

**Key words**  
Highlight the following key words in the text:  
 • Quarrel  
 • Empire  
 • Disgraceful

**Definitions**  
Write the meaning of the following key words:  
 Quarrel To have an angry disagreement  
 Empire A group of countries under the rule of one state  
 Disgraceful Being unhelpful

**Show your understanding**  
 Write down two reasons Black men wanted to fight in WW1:  
 1. Men's army will pay jobs and soldiers get steady wages  
 2. They wanted adventure in their life

**How did Black Soldiers feel after the war?**  
 1. Disappointed  
 Why did they feel this way?  
 1. They were paid well and their work was ignored  
 2. World War One affected people everywhere  
 3. Black soldiers fought because they wanted better pay, adventure and more jobs but they were still treated unfairly

**Post-war ingratitude**  
 After the war, the African and West Indian regiment which had fought for Britain were not invited to march the official Victory Parade in London. Many Black soldiers were home disappointed by this. They had volunteered to serve Britain when they were needed. They had met, worked, and fought with people from across the empire. But they had also been reminded that they were seen as less important than white people. They had been treated unfairly, given different duties and sometimes paid less, and after the war their contribution was ignored. These experiences gave many West Indians and Africans a new view of the British Empire.

**Black and British**  
 A short, essential history  
 DAVID OLUSOGA  
 WORLD BOOK DAY  
 2 MARCH 2023

Sara Yemane 8HAY

**Historical Scholarship: What were the experiences of Black soldiers during World War One?**

The picture most British people have of the First World War is of soldiers fighting in muddy trenches in northern Europe. But as its name suggests, the war took place around the world. It was fought in the Middle East, Asia and Africa, as well as at sea. What began as a local quarrel in south-east Europe in the summer of 1914 quickly spread and became a clash between empires. Soldiers from all over the world fought and died, including men from the British colonies in Africa and the West Indies.

West Indian men were especially keen to fight for Britain in the war. There was a feeling of wanting to help Britain, the 'mother country'. Many people felt loyal to the British royal family and saw the British Empire as an empire of freedom. One Jamaican who wrote to the *Jamaica Times* newspaper in 1914 argued that for the love that we held for the British flag we should fight as brave men and die as heroes. At the same time, the West Indies were still poor and there was not much work available. The army offered steady wages as well as adventure. All these reasons drove some men from the West Indies to buy tickets for ships to Britain, or even show away illegally on board, so that they could try to join the army when they arrived.

**Key words**  
Highlight the following key words in the text:  
 • Quarrel  
 • On  
 • Disgraceful  
 • Disgraceful  
 • Disgraceful

**Definitions**  
Write the meaning of the following key words:  
 Quarrel To have an angry disagreement  
 Empire A group of countries under the rule of one state  
 Disgraceful Being unhelpful

**Show your understanding**  
 Write down two reasons Black men wanted to fight in WW1:  
 1. There were many well paid jobs  
 2. They wanted adventure

**How did Black Soldiers feel after the war?**  
 1. Disappointed  
 Why did they feel this way?  
 1. They were paid less  
 2. They were treated unfairly  
 3. Black soldiers fought because they wanted better pay, adventure and more jobs but they were still treated unfairly

**Post-war ingratitude**  
 After the war, the African and West Indian regiment which had fought for Britain were not invited to march the official Victory Parade in London. Many Black soldiers were home disappointed by this. They had volunteered to serve Britain when they were needed. They had met, worked, and fought with people from across the empire. But they had also been reminded that they were seen as less important than white people. They had been treated unfairly, given different duties and sometimes paid less, and after the war their contribution was ignored. These experiences gave many West Indians and Africans a new view of the British Empire.

**Black and British**  
 A short, essential history  
 DAVID OLUSOGA  
 WORLD BOOK DAY  
 2 MARCH 2023

Kyreese Williams 8FOR

In Year 7, pupils are currently learning about the Middle Ages. For literacy week, pupils read an extract from the book *A Time Travellers Guide to Medieval England* by Historian Ian Mortimer. This gave pupils a rich and detailed insight into what it would have been like to live in England at this time. Pupils were attentive and discerning by making good inferences from the extract about life during this fascinating time period. **By Mr McIntosh**

Literacy Week 2023:		
Text: A Time Traveller's Guide to Medieval England		
What was it like to live in Medieval England?		
Title	Text: A time traveller's guide to Medieval England	Inference - What can you learn?
The Countryside	As you travel through England, you notice how developed the farming lands are and the amount of woodland. In the South West, you notice huge pastures filled with thousands of grazing sheep, whilst passing through Berkshire you may see cows or pigs in the meadows. Whereas, in East England you would notice small strips of farming land, with golden fields of wheat swaying in the summer breeze or peasants harvesting crops in early Autumn.	A lot of land was based in the countryside
Houses in Medieval England	Crossing the countryside, you see small houses in amongst the fields and in the distance, you see faint smoke trails originating from behind a cluster of trees. Following this, you end up in a typical Anglo-Saxon village. 90% of the population live in the countryside and village communities. As you enter a village, you notice that almost all of the 12 houses are rectangular, single-story houses with thatched roofs made out of wood, wattle and mud. In some of the larger houses you notice men and women weaving cloth and making pottery, these skilled peasants are called ceorls.	Houses built during this time period were poor built.
The importance of Churches	Heading into the centre of the village, you pass the only stone building most people would ever see, the church. The church was the centre of village life, physically and spiritually. If you passed on a holy day, there would be feasting and games. On the outskirts you see a larger house, owned by the local thegn (lord), his wooden house has two floors and in the far distance and even greater hall, owned by the Earl who rules the earldom you are passing through. His wealth is shown by the large hall for feasting, stables, servants house, training area for soldiers and even his own private chapel.	Religion in the middle ages was very important to people.

Zakariya Malik 7JAS

Literacy Week 2023:		
Text: A time Traveller's Guide to Medieval England		
What was it like to live in Medieval England?		
Title	Text: A time traveller's guide to Medieval England	Inference - What can you learn?
farming in England	As you travel through England, you notice how developed the farming lands are and the amount of woodland. In the South West, you notice huge pastures filled with thousands of grazing sheep, whilst passing through Berkshire you may see cows or pigs in the meadows. Whereas, in East England you would notice small strips of farming land, with golden fields of wheat swaying in the summer breeze or peasants harvesting crops in early Autumn.	The lifestyle of English people was based around farming.
housing in England	Crossing the countryside, you see small houses in amongst the fields and in the distance, you see faint smoke trails originating from behind a cluster of trees. Following this, you end up in a typical Anglo-Saxon village. 90% of the population live in the countryside and village communities. As you enter a village, you notice that almost all of the 12 houses are rectangular, single-story houses with thatched roofs made out of wood, wattle and mud. In some of the larger houses you notice men and women weaving cloth and making pottery, these skilled peasants are called ceorls.	most people lived in the countryside but this has changed dramatically over time.
centre of the village churches in England	Heading into the centre of the village, you pass the only stone building most people would ever see, the church. The church was the centre of village life, physically and spiritually. If you passed on a holy day, there would be feasting and games. On the outskirts you see a larger house, owned by the local thegn (lord), his wooden house has two floors and in the far distance and even greater hall, owned by the Earl who rules the earldom you are passing through. His wealth is shown by the large hall for feasting, stables, servants house, training area for soldiers and even his own private chapel.	in the centre of the villages were the only stone building in the village, the church

Martyna Wrukowska 7REG



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



# Literacy in History

In Year 10, pupils have been studying the origins of the Cold War. As part of this, they are required to retell events and analyse the impact upon the relationship between the USA and USSR. As part of literacy week, pupils have written a narrative account analysing the key events of the peace conferences 1943-45. **By Miss Lally**

[illegible]

5.011 paragraphs:

- 1. Details of the treaty
- 2. Importance of the treaty for D's future relations & later development
- 3. Look to the next round

As a result of this, the 3 leaders agreed on the following terms at Acheson:

Germany would pay \$30 billion in reparation to the USSR going towards the Soviet Union Germany would be divided into 4 sections for each ally, Berlin would stay part of Poland but it would also remain in a free state, Germany in Eastern Europe would have for elections, Stalin agreed to join the war against Japan, once Germany was defeated, the Allies Nations would be set up and the Soviet party would be banned and all Korea would be put on trial. The main thing relations between the superpowers improved because because most of Stalin's demands had been achieved. For example, keeping parts of Poland would have been a victory that for an idealistic Communist expansion towards the rest of Europe. Furthermore, the USSR would have resources at last probably which make them ready for expansion and taking power. Also, Stalin seeing a quarter of Germany in the east may have gone back to him of a Communist influence in the rest of Europe from Berlin. For the allies, this would have been a victory of success due to Eastern European countries opposing from Stalin.

**Pavan Kumar 10HAL**

In Year 9, pupils have been studying crime and punishment in Britain across time. For literacy week, pupils compared historical sources to the BBC drama Poldark. They have evaluated how accurate the historical tv programme is in its depiction of the Bloody Code. **By Miss Lally**

Comparing a historical account about the Bloody Code to the historical drama "Poldark"

Task 1: Highlight all the information below that is shown in Poldark.

Using the Bloody Code instructions were public which meant that people from the local village would go and watch. Public executions could often be quite loud and noisy as the crowd often shouted. Also the hangings are shown on the video. This resulted in crime becoming being deterred.

Task 2: Use the historical account and your answers from the video clip to complete the table below.

<u>Similarities between the historical account and "Poldark"</u>	<u>Differences between the historical account and "Poldark"</u>
The <u>sentences</u> punishment didn't fit the crime. They punishments were harsh. (Life time punishment by death to deter people from committing the same crime)	The wealthy landowners and landowners were wanted and were to protect their wealth. Didn't see police force. There would not be a criminal justice system.
People from the local village would watch. (1790s)	They didn't commit. Plus Poldark.
People disagreed on the hanging. Some hangings were believed correct.	

**Vanessa Kodua 9BRK**





## Literacy in Languages and EAL

For literacy week, Year 7 pupils had to write an email to a friend about their school in French or Spanish. Students all had a good go at developing their writing skills and showed a lot of enthusiasm. Well done to Alan and Kacper who made highly accurate writing and who even finished first! **By Mrs Wallace**

**LITERACY WEEK**

**Write an email to your Spanish friend about your school**

To: \_\_\_\_\_  
Subject: \_\_\_\_\_

Querido / Querida \_\_\_\_\_ - Dear \_\_\_\_\_  
Me gusta - I like  
Odio - I hate  
Porque - because  
Es - it is  
Mi profesor/a favorito/a es- My favourite teacher is  
En la mañana a las 7 - in the morning at 7  
En la tarde a las 8 - in the evening at 8  
Entonces - then  
En mi colegio hay - in my school there is

**Mention:**

- The subjects you like / dislike
- Your favourite teacher and why
- Your daily routine
- What there is in your school

**Support**  
Use your notes and the phrases on the board

**Challenge**  
Go above and beyond by extending your email giving more details about your school

10 minutos

**LITERACY WEEK**

To: \_\_\_\_\_  
Subject: \_\_\_\_\_

Querido Kacper, en mi colegio hay un comedor y biblioteca pero no hay una piscina. Mi profesor a favorito es Mr Hartley porque es interesante. En la mañana a las 7, me despierto. No me gusta la geografía porque es aburrido. Me gusta la religión porque es interesante.

Alan Adamkowski 7LEV

**LITERACY WEEK**

To: \_\_\_\_\_  
Subject: \_\_\_\_\_

Querido Alan,  
Me gustan las ciencias porque son divertidos. Odio arte porque es aburrido. Mi profesor a favorito es profesor Patel. En la mañana a las 7 me despierto y le oído.

Kacper Skomski 7LEV

**LITERACY WEEK**

**What would you do if you were Prime Minister?**

**If I were Prime Minister...**

I would change...  
Then, I think I could...  
Next, I would...  
Finally, I could try to...

**Think about things that are important to you:**

- Animals
- Money
- Health
- School
- Environment

In EAL this week, we learn about the King and the UK Government. Pupils were explained how the Government works and had a go at writing a speech showing to British people what they would do if they were Prime Minister.

Well done to Harjot and Fasika that wrote the best speech of the class!

**By Miss Gosselin**

**LITERACY WEEK**

**If I were Prime Minister...**

I would change the rules.  
Then, I think I could give money to the poor.  
Next I would change rules.  
Finally I could try to help school.

SP money  
SP help

**LITERACY WEEK**

**If I were Prime Minister...**

I would change Every thing like a bad people and bad things. And I think I could be better for the country. Next I would like to have a free meal school. Finally, I could try to change the country and be friendly.

SP other  
SP friendly

**Fasika Maheri**



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



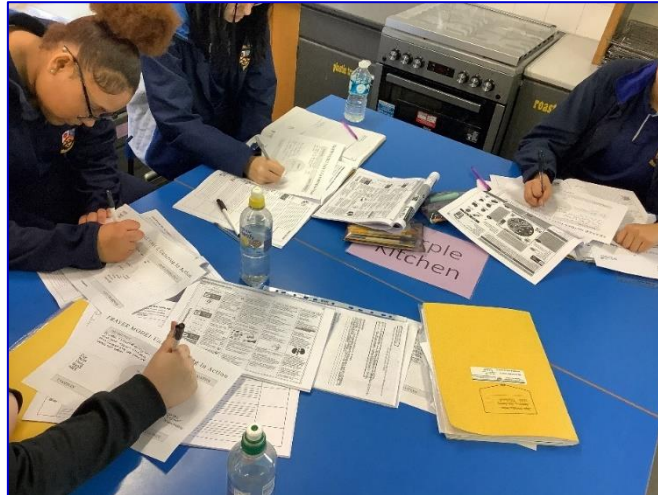
0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk

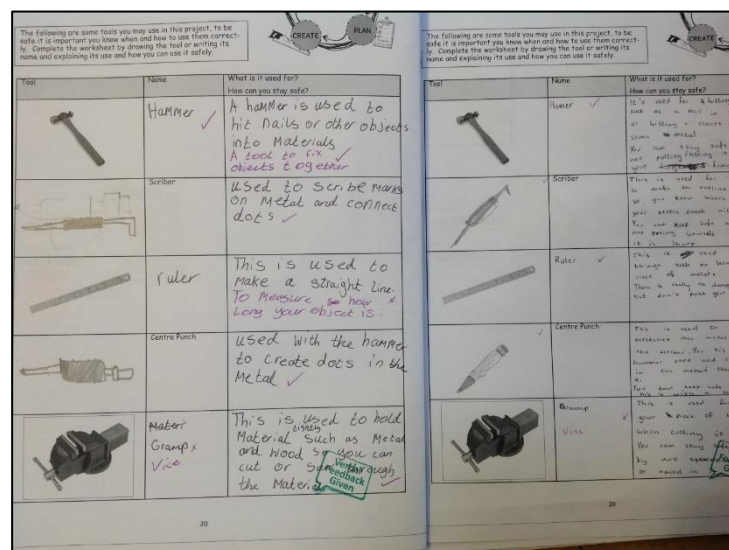
## Literacy in Hospitality & Catering

In year 10 Hospitality and Catering this week we focussed on the Frayer model for keywords such as protein and fat. This will help us with our upcoming coursework tasks on these areas of nutrients. The expectation is that pupils will be able remember the key word, function and characteristics in readiness for their coursework in controlled conditions. **By Mrs Crooks**



## Literacy in Design & Technology

In Design and Technology pupils have been developing their understanding of key tool equipment. Pupils needed to identify the name of the tool, or draw a picture of a given tool then find out the function. For further progression they needed to consider how the tool would be used safely. Pupils added any extra knowledge they discovered throughout the lesson in purple pen. This knowledge of the names and function of tools enabled pupils to be more independent in the workshop as they could identify next steps for themselves. **By Mrs Breslin**



# Literacy in Art

This worksheet was used with Year 9 Art pupils, to help them identify the different aspects of artwork analysis. The help sheet provided subject specific vocabulary and sentence starters to support all learners with literacy. Pupils are expected to be able to explain and justify their opinions as part of analyzing artwork. **By Mrs Restauri**

## Analysing Artwork

**Introduction**  
I am looking at the work of.....

**In this piece of artwork I can see....**

**The main subject of this image is....**

**The colours used are.....**  
*vivid, dark, monochrome, neon, pastel, contrasting, harmonious.*

**This makes the work feel.....**  
*happy, sad, spiritual, scared, calm, energetic... because....*

**I think the artist was inspired by....**

**What is it about the artists work you like and want to use in your own artwork?**  
In my own artwork I want to...  
I am inspired by the artists use of...  
I want to experiment with....  
*Colour, subject, style*

**The work has been produced using...**

**To make this piece of work the artist has used...**  
*Inks, acrylics, pencil, clay, watercolour paint, wire.*

**(Artists name) work is/is not realistic....**

*Exaggerated, distorted, precise, accurate, stylized, illustrative.*

**I think this has been done because.....**

**What is the work about?**  
Is there a theme or topic?  
The work makes me think of/about...

**You may use the following *sentence starters*:**

I like how the artist [does something] because...

I think the way the artist [does something] is effective because...

I find this artwork interesting because...

I think [characteristic of artist's work] works very well, so I would like to try this in my own work by [doing this]...

**Analyse the work of artist Michael McConnell.**

**1) Describe** the artworks created by Michael McConnell: talk about the subject of his paintings, his use of composition (layout), background, media (materials) and colours.

*In this piece of artwork I can see animal heads on top of people which could be significant to describe isolation or to describe characteristics of a person which links to an animal e.g. slug, scary, calm. ✓*

*The colours used are so vivid and contrasting. ✓*

**2) Express** your opinion about these pieces.

*I think the artist was inspired by the environment around them, and portrayed it in their work e.g. if a person is mean they will draw a beast on top of a person's head to describe them. It can also be a way to describe how a person acts or feels. ✓*

**3) Explain** how Michael McConnell's work may inspire your own work.


*His work will inspire me to see people differently. I learnt that there are many ways to portray people in drawings and paintings so I would like to do the same as Michael McConnell's paintings/works. ✓*



## Literacy in Enterprise

In **Enterprise** pupils have used a literacy task to examine what break even analysis charts are to get a better understanding as to what they are and why they exist.

**Literacy Task**



In your books write the answers to the following questions after reading the article linked on this slide

What is a break-Even?

What is the break-even formula?

Why is it important?

What is a Break-Even Analysis and Why is it Important? (nationalfunding.com)

27<sup>th</sup> February 2022

Break-Even literacy task

What is a break-even?

A break-even is neither a profit or loss. It determines the amount of sales needed to receive the money you spent back ✓

What is the break-even formula

Break-even volume =  $\frac{\text{fixed costs}}{\text{Revenue per unit} - \text{Variable cost per unit}}$  ✓

Why is it important?

It is important because it calculates the minimum number of units to sell and the sales volume needed to pay all expenses before making a profit. ✓ Sets budgets

## Literacy in Computing

In **Computing** pupils have used a Frayer model to help break down the aspects of the word binary shift to help them better understand where the term comes from and what it means.

$10 = 10^1 = \text{shift one place}$   
 $100 = 10^2 = \text{shift two places}$   
 $1000 = 10^3 = \text{shift three places}$   
 $10000 = 10^4 = \text{shift four places}$   
 $10^n = \text{shift n places}$

Logical binary shift

Used to divide unsigned binary numbers by powers of two.

Frayer Model Template	
<b>Definition</b> Binary code is a computer system that uses 0,1 to represent data. ✓	<b>Facts and/or Characteristics</b> It has 2 boxes, 1 or 0 ✓
<b>Concept:</b> Binary Code	
<b>Examples</b> An example is 0110110 ✓	<b>Non-examples</b> A non example is 79 ✓ denary ✓

Good work! Well done!

The use of literacy tasks in both computer science and business education can greatly benefit pupils by enhancing their reading comprehension and subject-specific vocabulary. These tasks typically involve reading an article or text relevant to the subject and then answering questions that test the pupils' understanding of the information presented.

By engaging in literacy tasks, pupils are able to develop their reading skills and learn about key concepts and terminology within their field of study. This not only improves their ability to read and comprehend complex information, but also helps them to build a foundation of knowledge that they can draw upon throughout their time in these subjects.

# Literacy in PE

To implement literacy into practical PE lessons this, a scrabble sheet with points, is put up on the board. Whilst pupils are getting changed, they are given a theme where they need to think about key words and tier two vocabulary used in their PE lessons - they add each letter up and see who scores the most points in the class.



A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	E <sub>1</sub>	F <sub>4</sub>
G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>	J <sub>8</sub>	K <sub>5</sub>	L <sub>1</sub>
M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>	Q <sub>10</sub>	R <sub>1</sub>
S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>	V <sub>4</sub>	W <sub>4</sub>	X <sub>8</sub>
Y <sub>4</sub>	Z <sub>10</sub>				

mftteacher.co.uk

How many key words can you create from X topic?  
What is the highest scoring word you can recall?

A Year 11 BTEC class has a starter which requires pupils to fix the spelling, grammar and punctuation of a paragraph related to the lesson content (synovial fluid).

The second is an example of an acronym used in a Year 9 CNAT class. Pupils were familiar with the concept as some of them had learnt about acronym's in English. This method helps them to remember certain sporting terms.



By Mr Patel


**SJW Values**  
 Attentive and  
 Discerning

**CARDIORESPIRATORY SYSTEM**  
 Unit 3- Learning Aim B


**DNA – Read the passage below and re-write using correct grammar and punctuation.**

synovial joints allow frees movements to perform skills & techniques during physical activity. synovial joints have synovial fluid in the joint cavity that lubricates or 'oils' the joint so it moves smoothly. synovial fluid is made by the synovial membrane.,



**SET/JUMP SHOT - B E E F**


**Balance**



- Feet should be shoulder width apart, with one foot slightly in front of the other.
- Standing on the balls of your feet.
- Knee's bent to be able to generate power.

**Elbow**


- Non shooting hand placed at the side of the ball.
- With your shooting hand fingers should be spread out to improve grip.
- Elbow needs to be bent at a 90 degrees angle.

**Eyes**


- Ball should be above head height, elbows should still remain at a 90 degrees angle.
- Eyes remain on the target (basket).

**Follow-through**


- Fingers spin the ball out of your hands.
- Shooting arm extends towards the target, with fingers pointing at the basket.
- Hold the finish for maximum effect.

Plenary: How will we remember the 5 methods of reducing risk in sport?

1. Personal protective equipment
2. Correct clothing/footwear
3. Appropriate level of competition
4. Lifting and carrying equipment safely
5. Warm up and cool down

ACRONYM

P - POTTED  
C - CRABS  
A - ARE  
L - LOVELY  
W - WARM

TASK: Come up with your own Acronym to remember these 5 methods of reducing risk in sport.



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk





## Literacy in RE

This week Year 7 have been using the Bible to analyse stories of Jesus' miracles. First, they looked at different definitions for the word 'miracle' and shared examples. They then used these ideas to write a short paragraph giving their own definition of miracle. Pupil's then looked at 5 Biblical miracles in detail, 'The Resurrection', 'Raising of Lazarus', 'Healing of the Blind Man', 'The Wedding at Cana' and 'Feeding of the 5000'. Two stories were read aloud with pupils taking turns to read, the others were read silently. As they were reading the stories pupils identified and highlighted key words and phrases that suggested that this was a miracle. Using the highlighted information Pupil's then chose their favourite miracle to summarise, they were given a choice of ways to achieve this including posters, news reports, eye witness statement or 4 picture cartoon. Next lesson pupils will complete their chosen task and use the Bible to look at further examples of Jesus' ministry. **By Mrs Harms**

Monday 7<sup>th</sup> February 2020

The Miracles of Jesus

Review Quiz:

- 3 titles of Jesus: Father, Son, and Holy Spirit. ✓
- 3 parables: The Fig Tree, Good Samaritan and The Sower. ✓
- Incarnation: Fully human + God. ✓ *God in flesh form*
- The Quran is the holy book for Muslims. ✓
- 5 facts about the prophet Mohammed: Born in 570 AD, he was a prophet, he couldn't read or write, he was married to Khadija, he was killed in 632 AD. ✓ *Good Samaritan*

Jesus is the Son of God because...

- He did miracles - he healed, power like God, and on a temple at this is the story of how Jesus used a blind man.
- He was incarnated by God.
- Jesus never submitted a sin and was never angry other than for sin in his fathers temple.
- He sacrificed himself and came back to life.

Definition: The word 'miracle' has 3 meanings/possible meanings:

- It can mean something once in a while.
- It can mean an unlikely event.
- It can mean something scientifically impossible, only possible with God.

A miracle can either mean something that *breaks a natural law* or *something that is unlikely*, for example: the resurrection. Flowers have started to sprout from the soil, it's fairly spring, what a miracle. It can mean something

unlikely, such as *the resurrection*. The last possible meaning is a *miracle* is something scientifically impossible but it still happens.

The Resurrection:

- The stone is heavy but the Angel moved it like a feather and an earthquake appears.
- More Angels appear and Jesus has risen from the dead but his body is gone when the disciples come.

John 2:1-11

### Jesus Changes Water Into Wine

2 On the third day a wedding took place at Cana in Galilee. Jesus' mother was there, 2 and Jesus and his disciples had also been invited to the wedding. 3 When the wine was gone, Jesus' mother said to him, "They have no more wine."

4 "Woman," 18 why do you involve me?" Jesus replied. "My hour has not yet come."

5 His mother said to the servants, "Do whatever he tells you."

6 Nearby stood six stone water jars, the kind used by the Jews for ceremonial washing, each holding from twenty to thirty gallons. 18

7 Jesus said to the servants, "Fill the jars with water"; so they filled them to the brim.

8 Then he told them, "Now draw some out and take it to the master of the banquet."

They did so, 9 and the master of the banquet tasted the water that had been turned into wine. He did not realize where it had come from, though the servants who had drawn the water knew. Then he called the bridegroom aside 10 and said, "Everyone brings out the choice wine first and then the cheaper wine after the guests have had too much to drink; but you have saved the best till now."

11 What Jesus did here in Cana of Galilee was the first of the signs through which he revealed his glory, and his disciples believed in him.

miracle

- Something that fills us with wonder
- It can mean something unlikely
- Something scientifically impossible and can only happen with God.

In my own words, a miracle is a wonderful thing that happens unlikely and only happens by God.

Matthew 28: The Resurrection

- miracles
- Jesus rises
- disciples
- earthquake move stone
- tomb empty
- Angel comes
- Jesus talks

John 2: Water to wine

- wine gone
- servant put water in jar
- 6 stone jars
- water into wine
- best wine last
- miracles
- secret

By Sara Anthony 7ESM and Lydia Binyam 7ESM



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



## Literacy in RE


In RE with Year 8, we have promoted literacy in a lesson on the Epiphany through a Reading for Meaning strategy, comprising comprehension activities. This lesson built on the prior learning about Christmas in order to activate prior knowledge using existing subject knowledge. Pupils were given the task of reading a selection of biblical texts and answering several comprehension questions and writing a summary. Before the children had completed comprehension questions independently, I modelled a completed WAGOLL (What a good one looks like!). Pupils then built independence in proofreading by checking their grammar, spelling and punctuation with GOSSIP. **By Mr Hartley**

Year 8 have also been looking at parables through some reading strategies. This including the Parable of the Sheep and the Goats. Pupils were able to break the text down to look at their initial impressions and personal responses to the text. They then looked at some key vocabulary and explored the deeper meaning of the text through some questions. **By Ms Hanson**

Here is an example of a piece of work from one of our Year 8 pupils.

Kritika Basra

**SW Reading Unseen Texts:**

<b>1. FIRST IMPRESSIONS:</b> What clues do they give you about what the text is about? The picture shows people sharing bread and wine (which can be the body communion). A cross can be seen.	<b>5. BREAK THE TEXT DOWN:</b> -WHAT is this text about? What is the focus? The text is about Jesus and when he judges the nation based on how they have acted towards each other. The good that were kind would be saved but the bad ones would live in the kingdom created since the creation of the world.	<b>6. PERSONAL RESPONSE:</b> -What is your opinion/ reaction to the text? A bit confusing. -How does the text link to what you already know? It links to judgement day. -In what ways has the text added to your knowledge /understanding? The text allows me to understand that the bad will receive punishment and the good receive peace and love. Gr Son of Man will judge us on the end. I find the text interesting, and
<b>2. What type of text (genre) is this?</b> (E.g. An article/report/ biography/recipe/speech/ interview/ revision source...) A parable from the Bible.		<b>7. QUESTIONS:</b> What questions do you have based upon what you have read? Are there any parts of the text which you do not understand? Note these questions and points down. Is this text about judgement day? How should we treat the poor? How did Jesus treat the poor? What do the different scenes show about Jesus? How do they change behaviour for Catholics and other Christians today?
<b>3. Read the text to yourself.</b> - Skim over the text first- can you work out the gist of the text is? (Gist: the general idea.) -Are there any areas you are unsure of? Reread these with a partner- can you work out what is happening together? Selfishness Judgement Charity	<b>The Parable of the Sheep &amp; Goats</b> 31 "When the Son of Man comes in his glory, and all the angels with him, he will sit on his glorious throne. 32 All the nations will be gathered before him, and he will separate the people one from another as a shepherd separates the sheep from the goats. 33 He will put the sheep on his right and the goats on his left. 34 "Then the King will say to those on his right, 'Come, you who are blessed by my Father; take your inheritance; the kingdom prepared for you since the creation of the world. 35 For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, 36 I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.' 37 "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? 38 When did we see you a stranger and invite you in, or needing clothes and clothe you? 39 When did we see you sick or in prison and go to visit you?' 40 "The King will reply, 'Truly I tell you, whatever you did for one of the least of these, brothers and sisters of mine, you did for me.' 41 "Then he will say to those on his left, 'Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels.' 42 "For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink, 43 I was a stranger and you did not invite me in, I needed clothes and you did not clothe me, I was sick and in prison and you did not look after me.' 44 "They also will answer, 'Lord, when did we see you hungry or thirsty or a stranger or needing clothes or sick or in prison, and did not help you?' 45 "He will reply, 'Truly I tell you, whatever you did not do for one of the least of these, you did not do for me.' 46 "Then they will go away to eternal punishment, but the righteous to eternal life."	
<b>4. VOCABULARY:</b> Read through each paragraph and highlight a maximum of three words which you do not understand. Use a dictionary to find out the meaning of those words. Note these definitions down.	<b>8) SUMMARISE:</b> What is the key information from the text? - Son of Man, Jesus, will gather the nation and separate them. - He gives the good all their inheritance and sends them to the kingdom (heaven). - The bad are sent to the eternal fire to receive eternal punishment.	<b>Tips for summarising:</b> ✓ You need to have read and understand what you've read first. ✓ Highlight the most important information you read in each paragraph. ✓ Write this key information down in your own, shortened version. ✓ Bullet points and key words are helpful tools to use.

By Kritika Basra 8GRE



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk





# Literacy in Health & Social Care

Year 9 have been completing some reading for understanding. This task has helped pupils to understand text and be able to pull information for specific questions. Pupils were really successful with this and have produced some really amazing work, see below, this piece is from **Nadia Yentumi 9BRK**. She commented that, "It's allowed me to improve my reading speed and my understanding while reading and answering the questions" **By Miss Reynolds**

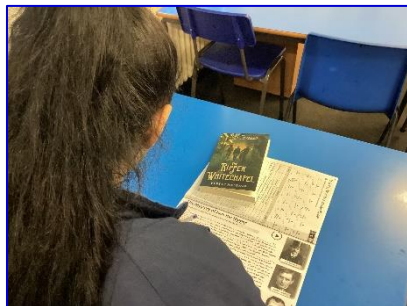
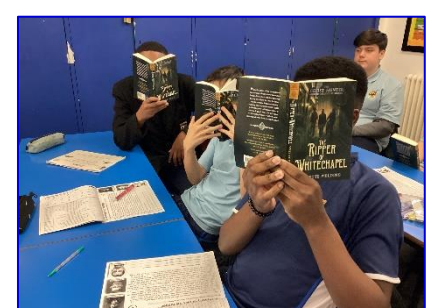
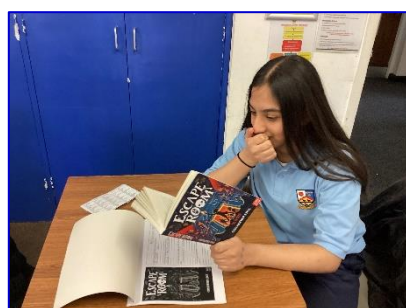
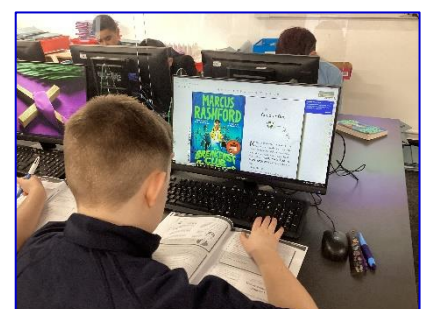
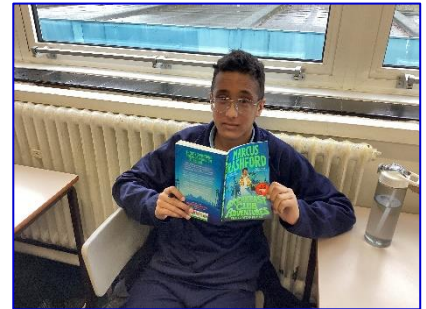
<p><b>Q) True or false?</b> "Accidents happen at work only" Answer: <u>false</u></p> <p><b>Explain your answer:</b> <u>Accidents can happen anywhere at any time of day or night at home or when travelling.</u></p>	<p><b>Physical events</b> Some physical events (such as <u>puberty and the menopause</u>) are an <u>expected part of growing up</u>, but others are <u>unexpected</u> such as <u>major or an accident</u>.</p> <p><b>Accident/injury</b> Accidents can happen anywhere at any time, for example, at work, at home or when travelling. Some serious accidents can have a <u>huge impact on an individual's life for many years or for the rest of their life</u>. An accident or a serious injury could affect an individual physically, intellectually, emotionally and socially (PIES).</p> <ul style="list-style-type: none"><li>Physically an individual may have <u>problems walking, standing or learning and tasks that need physical movement</u>, such as dressing, carrying bags or picking up their child.</li><li>Intellectually an accident could <u>affect an individual by causing memory loss or loss of speech</u>, impacting their ability to communicate.</li><li>Emotionally the individual could <u>suffer from stress and anxiety</u> as well as <u>depression</u> as their life has totally changed, their self-esteem could be affected, as they must adjust to their new situation of living with a disability.</li><li>Socially they may feel <u>embarrassed by their condition and not want to mix with friends</u>. The individual may have to give up work and <u>face a failure for not being able to provide for their family</u>.</li></ul>	<p><b>DO THIS QUESTION LAST!</b> <b>Q) What other physical events could happen?</b> Name 1 of each Expected: <u>Menopause</u> Unexpected: <u>Accidents</u> (use some of the other subheadings to help you)</p> <p><b>Q) True or false?</b> "Accident and injuries may have life-long impacts as well as short term impacts" Answer: <u>True</u></p> <p><b>Explain your answer:</b> <u>Some serious accidents can have a huge impact on someone's life for years or the rest of their life.</u></p>
<p><b>Q) If a person has been in a car accident, how will they be affected? (use PIES)</b> <u>Physically they may have problems walking.</u> <u>Intellectually it could affect their memory or speech.</u> <u>Emotionally they could suffer from stress and depression.</u> <u>Socially they might feel embarrassed.</u></p>	<p><b>Ill health</b> Long-term illness or physiological conditions can have a big impact on the physical, emotional, social and mental health of an individual. It could be a chronic illness where the <u>individual will never be cured but will have to manage their symptoms</u>.</p> <p>Examples of chronic illnesses include asthma, motor neurone disease and cerebral palsy. People with these illnesses may need help and support to carry on with everyday life.</p> <pre>graph TD     A[The individual may be in constant pain and need to take time off work] --&gt; B[Eventually they have to stop working because of the illness]     B --&gt; C[The individual has mental problems]     C --&gt; D[The individual loses their job and anxiety]     E[Suffering from stress and anxiety could make their physical condition worse] --&gt; F[They may not be able to live independently]     F --&gt; G[They might feel that they are a burden to their family]     G --&gt; H[They may not want to socialise and meet friends]     H --&gt; I[It is a sad reality when you have to give up work and go out]</pre>	<p><b>Q) Organise the points from the flow chart into PIESF</b> <u>Physical they may be in constant pain</u> <u>Intellectual they may not be able to live independently</u> <u>Emotional they may feel like a burden to their family</u> <u>Social they may not want to socialise and meet friends</u> <u>Financial this could lead to financial problems they have to stop working</u></p>
<p><b>Q) Can long term illness be cured?</b> <b>Explain your answer (1 sentence)</b> <u>The individual will never be cured but will have to manage their symptoms</u></p>	<p><b>Genetic disorders</b> Genetic disorders are caused by <u>abnormalities in genes</u> and these disorders are <u>present from before birth</u>. Examples of genetic disorders include Fragile X, Down's syndrome and cystic fibrosis. Some of these disorders cause physical or learning disabilities, or both.</p> <p>Individuals who have genetic disorders are <u>sometimes slower at reaching physical development milestones</u> but with support such as physiotherapy they can start to catch up during adolescence.</p> <p>They may be <u>embarrassed or angry that they cannot do the same things as everyone else</u>. They may find it difficult to socialise as they are less independent than others and because they feel different. Generally, individuals with genetic disorders need a lot of help and support in all aspects of day-to-day life.</p>	<p><b>Q) What are genetic disorders caused by?</b> <u>They are caused by abnormalities in genes</u></p> <p><b>Q) What may someone with genetic disorders be slower at meeting?</b> <u>Physical development milestones</u></p>
<p><b>Q) True or false?</b> "Genetic disorders are present from birth only" Answer: <u>false</u></p>	<p><b>Puberty</b> Although puberty is an <u>expected life event</u>, it can be a difficult time for both males and females as they may be embarrassed about the physical changes they are experiencing.</p> <ul style="list-style-type: none"><li>Girls must learn to deal with <u>menstruation</u> and they may feel worried that everyone knows that they have started their periods.</li><li>Boys must deal with their voices <u>breaking</u>, causing others to make fun of them.</li><li>There is also the worry for adolescents that <u>everyone else has started to go through puberty</u> but they have not.</li><li>Adolescents may start to question their sexuality, as their bodies change during puberty.</li><li>Adolescents may also struggle to deal with their feelings, due to hormonal surges. <u>They can be under pressure to start a relationship, to fit in with others in their peer group.</u></li></ul>	<p><b>Q) Give some examples of what boys and girls have to "deal with" during puberty:</b> Girls: <u>Girls must learn to deal with menstruation</u> Boys: <u>They must deal with voice breaking</u></p>
<p><b>Q) In which age range do people with genetic disorders "catch up"?</b> <u>Adolescence</u></p>	<p><b>Menopause</b> This can be a difficult time for <u>any woman</u>.</p> <ul style="list-style-type: none"><li>She may feel upset because she cannot have children, even if she did not intend to have any more.</li><li>She may also notice the <u>appearance of deep wrinkles and perhaps a weight gain</u>.</li><li>She may suffer symptoms such as hot sweats, mood swings and sleepless nights, which might be difficult to cope with. However, hormone replacement therapy (HRT) is available after consultation with a GP, which can help with these symptoms.</li></ul> <p>But there are positive aspects:</p> <ul style="list-style-type: none"><li>She will <u>no longer have to cope with periods and their symptoms every month</u>.</li><li>She may have a <u>better sex life</u> as she will not have to use contraceptives.</li></ul> <p>There may also be other changes in the woman's life that coincide with the menopause <u>as children may be leaving home to go to university</u> but ageing parents may need support.</p>	<p><b>Q) State some of the social impacts of adolescents may encounter. They can be under pressure to start a relationship to fit in with others in their peer group.</b></p> <p><b>Q) What are the signs and symptoms of menopause and how can they be treated?</b> <u>She may notice wrinkles and suffer mood swings and sleepless night this can be treated by HRT.</u></p> <p><b>Q) What are some things that may coincide with menopause?</b> <u>Their children may be leaving to go to university and their ageing parents may need support.</u></p>
<p><b>Q) Identify 1 emotional aspect that a person with genetic disorders may feel?</b> <u>Angry</u></p>		
<p><b>Q) What type of event is puberty?</b> <u>expected life event</u></p>		
<p><b>Q) Does everyone go through puberty at the same time? Explain your answer</b> <u>No they don't this caused a worry for adolescents because they have started.</u></p>		
<p><b>Q) Who is affected by Menopause?</b> <u>Any woman</u></p>		
<p><b>Q) Are there any positives of going through menopause? If yes give examples if no explain why</b> <u>She will no longer have to cope with period and its symptoms and they won't have a better sex life.</u></p>		





## Reading for Pleasure

On Wednesday pupils spent parts of the day reading for pleasure. Year 7 read *Marcus Rashford: The Breakfast Club*. Year 8 read *Escape Room* by Christopher Edge. Year 10 read *The Ripper of Whitechapel* by Yvette Fielding.



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



## World Book Day Staff Character Costumes



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825

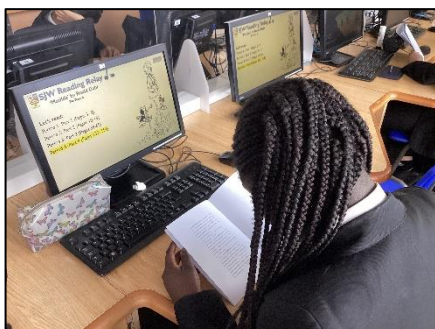
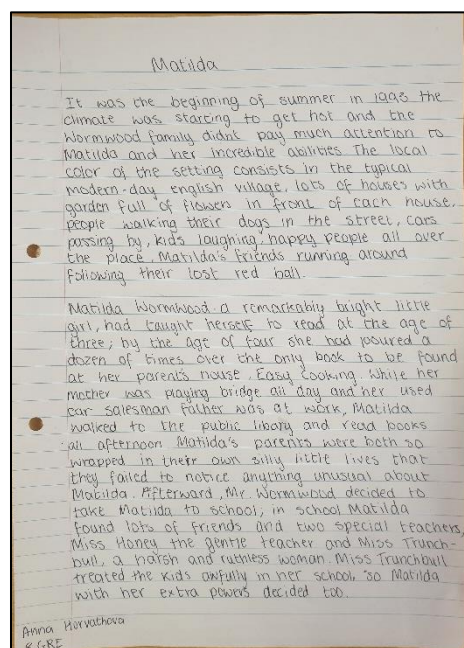
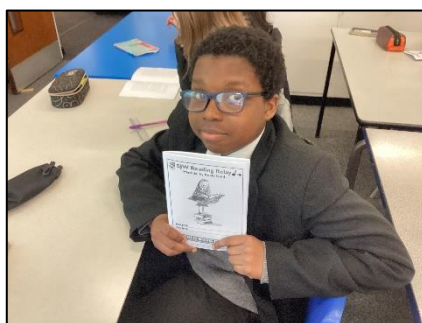
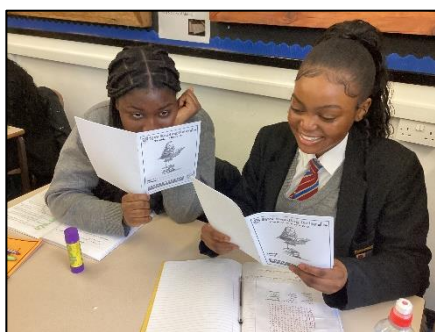


enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



## Reading Relay

On Thursday pupils in Years 7, 8 and 9 took part in our latest Reading Relay. At the beginning of every lesson, they were led in discussion and reading of *Matilda*, author Roald Dahl.







## Book Reviews

### The Deathless Girls by Kiran Millwood Hargrave

*"The Deathless Girls is a retelling of the story of Dracula's brides, and although I don't think it did a very good job, I did enjoy the deep sibling-relationship Lil and Kizzy (the two main characters), shared. A gothic romance book which also captures the life of a slave and how it may have been as a woman or girl to be in such a situation. I would recommend this book to those who find caring yet realistic bonds between two twins to be interesting, especially when there's a clear deference between the two twins, which makes people talk about how their siblings in the first place. The character development of the main sister is also very interesting to look at, and although the ending wasn't the greatest, I still do say to give it a try."*

**By Sarah Manu 9MCI**

### Isles of Storm and Sorrow: Viper by Bex Hogan

*"I really liked this book! It gives an insight on how relationships between people can change so quickly, how people can change for the worse or for the better too. I think it was amazing that when the main character realised just how bad the people she was surrounding herself with were, she managed to find her own voice and make something for herself out of the bonds her father pre-decided for her. It's definitely a good read, and the relationship between characters is very enticing."*

**By Sarah Manu 9MCI**

### Epic Adventure – Tom Gates

*"I think my book was good because there were lots of events in 'Tom Gates the Epic Adventure' such as a party. The thing I like about it is that there is lots of animation and pictures to know what is happening behind the words."*

**By Vanessa Kodua 9BRK**

### Charlie and the Great Glass Elevator by Roald Dahl

*"It was such an amazing book and I never had read such a great book like it. The story was amazing and the way the story was written just let me read it even longer!!!! Now that I have finished the book now I can basically say a summary of the story in less than 3 minutes!!!! It was a great experience reading this book and it's one of my favourites."*

**By Awais Hussain 9BAR**

### Antony and Cleopatra – A Shakespeare Story

*"The book Antony and Cleopatra was about a man named Mark Antony that was seen as a high class type of person. During that time there was a Queen of Egypt that was respected by everyone and her name was Cleopatra. One day they both met and the Queen offered Antony to dine with her to eat and Antony agreed to go. There was a war going on and Antony left Cleopatra to go to Rome to help out in the war that was between Caesar's soldiers. Cleopatra had loved Antony but he was married to Caesar's sister Octavia."*

*After the war had ended, Cleopatra had run away to hide because she was scared because Caesar and her tried to make a deal to have Antony executed. At the end of the book, Antony had killed himself and Cleopatra had a snake dug into her skin which is what had killed her. I really enjoyed the book as it was really interesting."*

**By Jose Malundama 9BRK**

### Tom Gates - Epic Adventure by Liz Pichon

*"It's a very good book and I would recommend it to you. My favourite parts of the book would probably be how unlucky and lucky he gets. Also, it has some pages that are blank for you to colour in or create your own doodles. Overall it's an amazing book to read and most of the parts are based on real life like when he held an armadillo. At the back of the book you can see a picture of someone holding an armadillo."*

**By Jaskaran Banger 9BRK**

### The Girl of Ink and Stars by Kiran Millwood Hargrave

(Winner of the British Book Awards' Children's Book of the Year 5 May 2016)

*"They say you should never judge a book by its cover! I did, and it was a wonderful judgement. This is a story about a girl's bravery, resilience and friendship. The floating island of Joya has an ancient myth of Fire Daemons living beneath the dry rivers and smoky mountains. When Isabella's best friend Lupe goes missing Isabella goes on an epic journey to the islands Forgotten Territories looking for her friend. Using her knowledge of reading the stars in the night sky which she learned from her father who is a cartographer, she sets off on an adventure realizing her true mission, to save the island!"*

**By Mrs J Kaur**



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



enquiry@sjw.bham.sch.uk  
www.sjw.bham.sch.uk



# Stepping Forward The Careers Bulletin

## Degree & Higher Apprenticeships:

**Haines Watts LLP.** Audit and Accounts Apprenticeships  
**Mondelez UK Ltd.** Product Change/ Project Management  
**Boro Four Project Services Ltd.** Construction Project Management  
**Browne Jacobson LLP.** Solicitor Degree Apprenticeships  
**Valuation Office Agency.** Chartered Surveyor Degree Apprenticeships  
**JLR Civil Engineering.** Civil Engineering Degree Apprenticeships

Closing Date 30th June 2023  
Closing Date 25th March 2023  
Closing Date 27th July 2023  
Closing Date 31st March 2023  
Closing Date 2nd March  
Closing Date 31<sup>st</sup> March 2023

## Advanced Apprenticeships

**Francesco Group Walsall.** Creative Hair Professional  
**Hadley Industries Plc.** Level 3 Toolmaker & Setter Operator  
**Tony Gee & Ptr.** Level 3 Civil Engineering Apprenticeship.  
**AON UK.** Client Management Apprenticeship.  
**CRBE GWS Ltd.** GWS Technical Engineering Apprenticeships  
**Collins Aerospace.** Maintenance Engineering level 3.  
**Kone Public Ltd.** Apprentice Lift, Escalator and Door Engineer  
**Smurfit Kappa.** Level 3 Surveying Technician Apprenticeship

Closing Date 30th June 2023  
Closing Date 3rd April  
Closing Date 1st May 2023  
Closing Date 31st March 2023  
Closing Date 5th March 2023  
Closing Date 10th March 2023  
Closing Date 21st April  
Closing Date 2nd March 2023

**JLR.** Advanced and Degree Apprenticeships [www.jaguarlandrovercareers.com](http://www.jaguarlandrovercareers.com)

For further information on these apprenticeships: [www.getingorfar.gov.uk](http://www.getingorfar.gov.uk) and [www.getmyfirstjob.co.uk](http://www.getmyfirstjob.co.uk)  
You will have to register with these websites.

## Useful Websites:

Exploring ideas, interests and skills

[www.nationalcareersservicedirect.gov.uk](http://www.nationalcareersservicedirect.gov.uk)

[www.icould.com](http://www.icould.com)

[www.bfi.org.uk](http://www.bfi.org.uk) - British Film Industry runs a national programme offering hands-on filmmaking.

## Apprenticeships

[www.findapprenticeship.service.gov.uk](http://www.findapprenticeship.service.gov.uk)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

## Higher Education

[www.ucas.com](http://www.ucas.com)

[www.whatuni.com](http://www.whatuni.com)

[www.university.which.co.uk](http://www.university.which.co.uk)

[www.hecsu.ac.uk](http://www.hecsu.ac.uk)

Stepping Forward @SFcareersinfo

Tina Smith is in school every Thursday

### Fortem Opportunities

Are now looking to recruit the following apprentices below: the closing date for this application will be 31st March.

<https://www.fortem.co.uk/opportunities>

FOR02358 – Plasterer  
FOR02357 – Bricklayer

FOR02359 – Roofer



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



[enquiry@sjw.bham.sch.uk](mailto:enquiry@sjw.bham.sch.uk)  
[www.sjw.bham.sch.uk](http://www.sjw.bham.sch.uk)





# Worrying about money?

Support is available in Birmingham



Three steps to find options and places to get help

## Step 1: What's the problem?

### I suddenly have no money

- Lost job or reduced hours
- Money stopped
- Lost money
- Unexpected expense
- Disaster (e.g. flood or fire)
- Relationship breakdown
- Sanctioned (see option: 6)

See options 1 2 6

### My money doesn't stretch far enough

- Deciding between food, fuel, and mobile credit
- Low income
- Zero hours contract
- Statutory Sick Pay too low
- Facing redundancy
- Not sure if eligible for support
- Change of circumstance

See option 1 2

### I have debt

- Rent or Council Tax
- Gas and electricity
- Payday loans
- Owe friends or family
- Benefit repayments

See option 3

### I am waiting on a benefit payment or advance

- New claim for benefit
- Payment delayed
- Waiting for decision

See options 1 4

## Other Support

**Birmingham and Solihull Women's Aid**  
Support for women and children affected by domestic violence and abuse  
0800 800 0028 | [www.bswaid.org](http://www.bswaid.org)

**Shelter**  
Housing advice  
0800 800 4444 | [england.shelter.org.uk](http://england.shelter.org.uk)

**MoneyHelper**  
Advice to help improve your finances  
0800 138 7777  
07701 342 744 (WhatsApp)  
[www.moneyhelper.org.uk](http://www.moneyhelper.org.uk)

**Step Change**  
Debt charity offering debt advice and money management  
0800 138 1111 | [www.stepchange.org](http://www.stepchange.org)

**Turn2Us**  
Information and financial support  
0808 802 2000 | [www.turn2us.org.uk](http://www.turn2us.org.uk)  
[benefits-calculator-2.turn2us.org.uk](http://benefits-calculator-2.turn2us.org.uk)

**The Active Wellbeing Society**  
Listen and Connect support people to feel heard, connect with others, be active, live well and access information  
0121 728 7030  
[listenandconnect@theaws.org](mailto:listenandconnect@theaws.org)  
[www.theaws.co.uk/listen-connect](http://www.theaws.co.uk/listen-connect)

**Healthy Start Vouchers**  
To help buy fruit, vegetables and milk if you're on a low income and pregnant or have a child under 4.  
Apply online: [www.healthystart.nhs.uk](http://www.healthystart.nhs.uk)

## For Migrants, Asylum Seekers and Refugees

**Central England Law Centre**  
Accredited immigration and asylum advice. Legal advice to access services and financial support  
0121 227 6540  
[enquiries@centralenglandlc.org.uk](mailto:enquiries@centralenglandlc.org.uk)  
[www.centralenglandlc.org.uk](http://www.centralenglandlc.org.uk)

**ASIRT**  
Advice on immigration and support options for people facing destitution because of the precarity of their immigration status  
0121 213 5893 | [www.asirt.org.uk](http://www.asirt.org.uk)

**Migrant Help**  
Asylum helpline available 24/7/365 and accessible to all asylum seekers in the UK  
Asylum helpline: 0808 8010 503  
[ASCorrespondence@migranthelpuk.org](mailto:ASCorrespondence@migranthelpuk.org)  
[www.migranthelpuk.org](http://www.migranthelpuk.org) (Webchat available)

**The Refugee and Migrant Centre**  
Advice on immigration, housing & destitution, welfare & health, employment & education, resettlement and citizenship  
0121 374 0140 | [info@rmcentre.org.uk](mailto:info@rmcentre.org.uk)  
[www.rmcentre.org.uk](http://www.rmcentre.org.uk)

## About this leaflet

This leaflet is based on learning from Scotland's A Menu for Change project and has been developed with support from the organisations below. You can access the 'Worrying About Money?' leaflets online at [www.foodaidnetwork.org.uk/cash-first-leaflets](http://www.foodaidnetwork.org.uk/cash-first-leaflets). The information on this leaflet was last updated on 06/12/21.

Feedback? What did you find useful about this guide? [www.bit.ly/moneyadvicefeedback](http://www.bit.ly/moneyadvicefeedback)



## Step 2: What are some options?

### 1 Council Support Schemes

People on low incomes may be eligible for Housing Benefit, Council Tax Support and Discretionary Housing Payment from the council. This will depend on your current circumstances. You may also be eligible for a Council Tax Discretionary Hardship Payment, Crisis Grant or Community Support Grant Payment.

Find out more at: [www.birmingham.gov.uk/benefits](http://www.birmingham.gov.uk/benefits)

### 2 Maximise Your Income

Anyone who is struggling financially can get a benefit check and speak to an advisor for free and confidential advice. A benefit check can ensure that you are receiving all the money you're entitled to, especially if your circumstances have changed recently. Speaking to an advisor could also help you find cheaper deals on things like gas and electricity and make sure you're not missing out on things like school clothing grants or free school meals.

### 3 Debt Advice

Debt can happen to anyone. Free advice and support can help you find ways to manage your debts and reduce how much you pay each month.

### 4 Benefit Advance

If you have made a new claim for benefit and are in financial hardship while you wait for your first payment, you may be able to get an advance to afford things like rent or food. It's important to get advice before taking out an advance. Benefit advances must be paid back, and the money will be taken from your future benefit payments (a loan).

### 5 Hardship Payment

If you have been sanctioned, you may be able to request a hardship payment from the Jobcentre. Hardship payments are not always paid immediately, and they're not available to everyone. Hardship payments of Universal Credit need to be paid back (a loan), but hardship payments of Job Seekers Allowance or Employment Support Allowance do not (not a loan).

### 6 Challenge a Decision

You can challenge a benefit decision if your benefit has been stopped / sanctioned / reduced / refused or you have been overpaid. Most benefit decisions need to be challenged within one month.

## Step 3: Where can I get help? Each of these services offer free and confidential advice

### BIRMINGHAM CITY COUNCIL

Neighbourhood Advice Service  
Advice on benefits, debt, housing and other money-related issues  
0121 216 3030

Help with options: 1 2 3 6

### CITIZENS ADVICE BIRMINGHAM

Advice on benefits, debt, housing and more  
0344 477 1010  
[enquiries@bcabs.cabnet.org.uk](mailto:enquiries@bcabs.cabnet.org.uk)  
[www.bcabs.org.uk](http://www.bcabs.org.uk)

Help with options: 1 2 3 4 5 6

### THE PROJECT

Benefit, debt and housing advice  
0121 453 0606  
[www.theprojectbirmingham.org](http://www.theprojectbirmingham.org)

Help with options: 1 2 3 4 5 6

### BIRMINGHAM SETTLEMENT

(West Birmingham) Advice service on benefits, debt and managing your money  
0121 250 0765  
[money.advice@bsettlement.org.uk](mailto:money.advice@bsettlement.org.uk)  
[www.birminghamsettlement.org.uk](http://www.birminghamsettlement.org.uk)

Help with options: 1 2 3 4 5 6

### SPITFIRE SERVICES

Advice on money, benefit, housing and employment issues  
0121 747 5932 | [info@castlevalle.org.uk](mailto:info@castlevalle.org.uk)  
[www.spitfireservices.org.uk](http://www.spitfireservices.org.uk)

Help with options: 1 2 3 4 5 6

### CENTRAL ENGLAND LAW CENTRE

Advice and representation to challenge a benefit decision, housing entitlement, and access to services incl. social care support  
0121 227 6540  
[enquiries@centralenglandlc.org.uk](mailto:enquiries@centralenglandlc.org.uk)  
[www.centralenglandlc.org.uk](http://www.centralenglandlc.org.uk)

Help with options: 6

### DISABILITY RESOURCE CENTRE

Advice and advocacy services for disabled people  
03030 402 040 | [drc@disability.co.uk](mailto:drc@disability.co.uk)  
[www.disability.co.uk](http://www.disability.co.uk)

Help with options: 1 2 3 6

### CHRISTIANS AGAINST POVERTY

Free, nationwide debt counselling service for people in financial difficulty  
0800 328 0006  
[www.capuk.org](http://www.capuk.org)

Help with options: 3

### WARMER HOMES WEST MIDLANDS

Personalised energy advice service to households struggling to heat their home  
0808 196 8298 (option 1)  
[www.warmerhomesWM.org.uk](http://www.warmerhomesWM.org.uk)

Help with options: 1 2 4 6

### Other Support

**Stop Loan Sharks**  
Investigates and prosecutes illegal money lenders and provides support for borrowers  
0300 555 2222 | [www.stoploansharks.co.uk](http://www.stoploansharks.co.uk)  
[reportloanshark@stoploansharks.co.uk](http://reportloanshark@stoploansharks.co.uk)

**Local Energy Advice Partnership (LEAP)**  
Energy and money saving service  
0800 060 7567 | [support@applyforleap.org.uk](mailto:support@applyforleap.org.uk)  
[www.applyforleap.org.uk](http://www.applyforleap.org.uk)

**Age UK Birmingham**  
Information, advice and helpline services for older people (50+), their families and carers  
0121 437 0479 | [info@ageukbirmingham.org.uk](mailto:info@ageukbirmingham.org.uk)  
[www.ageuk.org.uk/birmingham](http://www.ageuk.org.uk/birmingham)

**Birmingham Mind**  
Providing advice, information and signposting for people affected by mental health issues  
0121 262 3555 | [help@birminghammind.org](mailto:help@birminghammind.org)  
[www.birminghammind.org](http://www.birminghammind.org)



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



[enquiry@sjw.bham.sch.uk](mailto:enquiry@sjw.bham.sch.uk)  
[www.sjw.bham.sch.uk](http://www.sjw.bham.sch.uk)



# How to support a child groomed online

*If you suspect your child has been groomed online, they may not tell anyone because they feel ashamed or guilty or simply not realise that they are being abused.*

## Steps that you can take to help them:

### Reassure your child

**Talk to your child** – Let them know that they are in no way to blame for what has happened and that you are there to help protect them.



### Report it

#### **Report it to the authorities**

– If you think your child – or another child – could be in immediate danger tell your local police at once.

You can report any concerns about online grooming to the National Crime Agency's CEOP Command.

Report any child abuse images you find hosted by websites to the Internet Watch Foundation.



### Get help

#### **Childline**

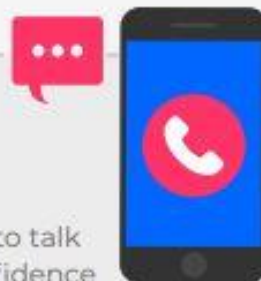
If your child wants to talk to someone in confidence they can call Childline on **0800 1111** or **Get Connected** on **0808 808 4994** (text 80849).

#### **NSPCC**

You can call the NSPCC's free 24/7 adult helpline on **0808 800 5000**, email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or text **88858**.

#### **Stop it Now!**

You can also contact the Stop it Now! helpline (**0808 1000 900**) where you can seek advice anonymously.



**internet  
matters.org**



Oxhill Road  
Handsworth  
Birmingham  
B21 8HH



0121 554 1825



[enquiry@sjw.bham.sch.uk](mailto:enquiry@sjw.bham.sch.uk)  
[www.sjw.bham.sch.uk](http://www.sjw.bham.sch.uk)