

# 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 5 Weekly Information Bulletin

Date: Friday 7 October 2022

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

Termly theme: Solidarity (The Good Samaritan)

Termly SJW values – Compassionate and Loving

Dear Lord, you have created the people of the world in your own image: Give us grace, we pray, to rejoice in the differences of culture, language, and race which you have given humanity. Encourage us to repent when we fail to see others as God's children. Help us to pursue justice and peace for all your children so that all feel valued and loved. Amen

### Important Dates to Note

- **Year 10 Assessment Week**  
Monday 10 October 2022 to Friday 14 October 2022
- **Tuesday 18 October**  
Remote learning contingency planning afternoon
- **Cultural Heritage Day**  
Thursday 20 October 2022
- **Inset Day - School closed to all pupils**  
Friday 21 October 2022
- **Half Term**  
Monday 24 October 2022 to Friday 28 October 2022
- **Year 11 Mock 1 Examinations**  
Monday 31 October 2022 to Friday 4 November 2022
- **Year 7 and Year 9 Assessment Week**  
Monday 28 November 2022 to Friday 2 December 2022

### Remote Learning Afternoon

On Tuesday 18 October 2022, we will have a remote learning contingency planning afternoon. This is to ensure pupils are fully prepared to change to remote learning if it becomes necessary during the winter months. Pupils will be dismissed from 12.30pm in order to travel home and log in remotely for lesson 4. Year 7 parents will be invited to school for training about accessing remote learning. More information will be provided next week. If pupils require a laptop they need to speak to their Head of Year as soon as possible. **By Mrs Crooks**

### Safety Notice

The small bottles shown below contain THC.



THC is the psychoactive form of cannabis. The concentration of THC permitted in liquids and sweets is controlled by the law, and side-effects can be dangerous. School staff cannot easily identify these concentrations so we will have to take a blanket approach and ban all sweets and coloured liquids from the premises.

To ensure the safety of all of our pupils here at Saint John Wall, only clear and colourless water bottles will be allowed from Monday 10 October. Pupils will only be allowed to have a clear liquid such as water in their drinking bottle. Any coloured liquids will be disposed of. If a coloured or metal bottle is brought into school it will be confiscated and returned at the end of the school day. Pupils will not be allowed to bring sweets on to the school premises. If sweets are found they will be disposed of.

Sanctions for the possession of drugs, and drugs-related items, in school include a permanent exclusion.

**By Miss Timmins**



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## My Child At School (MCAS)

As part of the ongoing effort to improve the information and communication the school provides, we are happy to inform you that you will soon be able to access a Parent Portal called 'My Child At School' (MCAS).

MCAS enables parents to view their child's academic performance in real-time via a web browser or via an app. This facility allows exclusive access to your child's Attendance and Behaviour whenever you wish. As well as performance data, the portal also provides general useful information about school such as the Academic Calendar and Announcements.

**On Monday 10 October 2022, you will receive an email link so that you can set up for your account and begin to access the features of the portal.**

To login to the MCAS Parent Portal you will be sent an Invitation Code via the email that the school has for you on our system. If you do not receive an Invitation Code please contact the school for one, as you will NOT be able to access the Parent Portal without one.

### User guide

In order to help to guide you through the process, there is a parent user guide attached. The guide is designed to give you a sense of how the website works, as well as some basic information about how to use the messaging service on the app. If you download either the Apple or the Android app, it is important that you **enable your notifications**.

## ASDA Offer

# ASDA

Children aged 16 and under can get a hot or cold meal for £1 at any time of day in Asda cafés across the UK, 7 days a week, with no minimum adult spend. Asda are extending this offer to the end of 2022.

## Head Lice Information

### Head Lice: What Parents Need to Know

Head lice are a common problem, especially among school-aged children and their families. The lice can attach to the hair of anyone's head. It doesn't matter if the hair is clean or dirty. Head lice are also found worldwide in all different places, such as in homes or schools or the country or city. It doesn't matter how clean, dirty, rich or poor the place or person is.

Though head lice may be a nuisance, they don't cause serious illness or carry any diseases. Head lice can be treated at home, but it's important to check with the doctor first.

### What are head lice?

Head lice are tiny bugs about the size of a sesame seed (2–3 mm long [mm stands for millimetre]). Their bodies are usually pale and gray, but their colour may vary. One of these tiny bugs is called a louse.

Head lice feed on small amounts of blood from the scalp. They can't survive more than 1 day without a blood meal.

### How do you check for head lice?

Regular checks for head lice are a good way to spot head lice before they have time to multiply and infest (are present in large numbers) your child's head.

- Seat your child in a brightly lit room.
- Part their hair.
- Look for crawling lice and for nits on your child's scalp a section at a time.
- Live lice are hard to find. They avoid light and move quickly.
- Nits will look like small white or yellow-brown specks and be firmly attached to the hair near the scalp. The easiest place to find them is at the hairline at the back of the neck or behind the ears. Nits can be confused with many other things such as dandruff, dirt particles or hair spray droplets. The way to tell the difference is that nits are firmly attached to hair, while dandruff, dirt or other particles are not.
- Use a fine-tooth comb (such as a louse or nit comb) to help you search the scalp section by section

Further advice on head lice can be found on the NHS website: <https://www.nhs.uk/conditions/head-lice-and-nits/>



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## Year 10 Assessment Week

### Y10 Assessment Timetable WC 10 October

Period	Monday 10 October	Tuesday 11 October	Wednesday 11 October	Thursday 13 October	Friday 14 October	
1 9:15 Start	Enterprise 1 Hour	History 1 Hour 15 mins	Computer Science 1 hour	RE 1 Hour		Art All Day
			PE 1 Hour			
			Music 1 hour			
			Sport 1 hour			
Break						
2 and 3 10:45 Start	Maths 1 hour 30 Mins	Health and SC 1 hour 15 mins	Science Combined 1 hour 10 mins	Triple Science Chemistry 1 hour 45 mins	Hosp. and Catering 1 Hour 30mins	
	Calculator	Resistant Materials 1 hour 15 Mins	Calculators	Polish Writing 1 Hour 15 mins		
			Triple Science Biology 1 hour 45 mins			
Lunch						
4 13:45 Start	Geography 1 hour	English Lit 50 mins	French Listening 40/50 Mins	IT 1 Hour		
	Spanish Listening 40/50 Mins		Polish Reading 1 hour			
			Performing Arts 1 hour 15 Mins			

## Welcome to New Member of Staff



"My name is Mr Lysaght and I am the new Junior Chaplain here at Saint John Wall. I have had a great few days settling into Saint John Wall and have already met lots of you at the school gates every morning and in the Chapel. I am excited to work with Mr Price and Mrs Ellis to put on some activities for you all to take part in during break and lunch times. Please do come over to the Chapel and see what we have planned. The Chapel will be open every day at break and lunch times so it would be great to meet some more of you. My office is also in the Chapel so that is where I will be located if you need to see me. I will also be contributing to the catholic life of the school in many other ways such as planning afternoon prayer, morning prayer and co-ordinating pupil groups and trips linked to our catholic life Year of Sanctuary theme. I am looking forward to getting to know you all and to working with you on the different activities we have planned!"



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## Catholic Life

### Visit to Saint Mary's Church Coffee Morning

We have played skittles this morning during our visit to St Mary's which was more than a little rowdy and competitive! Thankfully no cheating occurred and although we didn't win, pupils really enjoyed keeping score and making sure the ladies behaved themselves. A big thankyou to Jakub for bringing a delicious carrot cake to share with everyone though unfortunately we have no photographic evidence as it was carved up and onto plates before I could get my camera out. I have been asked by several ladies (as is the case every week) to reiterate how much they enjoy the company of Saint John Wall pupils and how much they look forward to their visits. And finally, a big welcome to Mr Lysaght, our new Junior chaplain who thoroughly enjoyed his first visit with us today.

By Mrs Clayton



### Year 7 Chaplaincy Team- Visit to Saint Chad's Sanctuary

Pupils in Year 7 visited Saint Chad's Sanctuary in Birmingham City Centre on Thursday. Abi the Project Manager discussed the refugee crisis with pupils and discussed the work of the charity. Pupils went through the building and were immersed in all the amazing work that the volunteers do, from feeding and clothing refugees, to opening their doors to encourage conversation and support. Each pupil came away with lots of brilliant ideas on how to support Saint Chad's Sanctuary and will meet again next week to put their plans into action!

By Mrs Ellis



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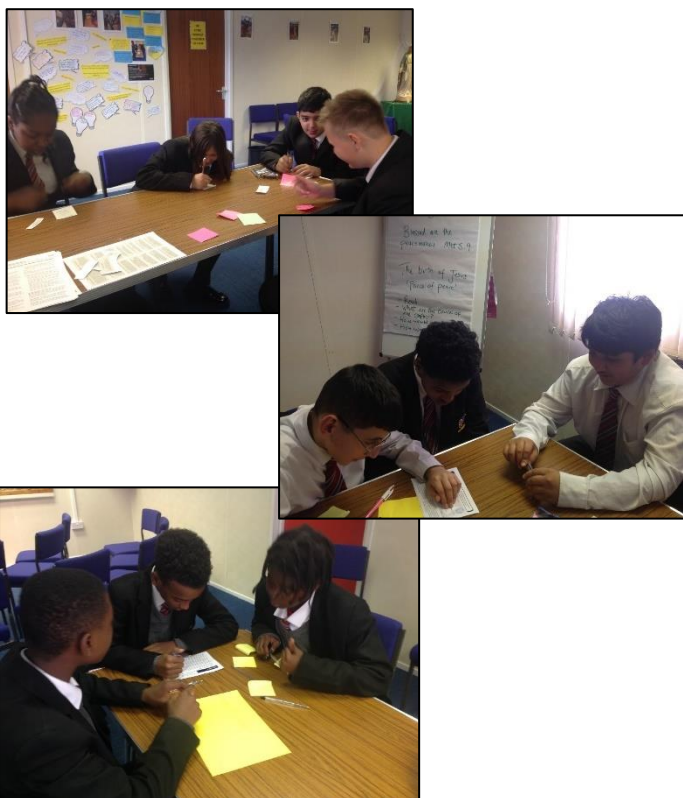


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## Year 8 One World Team

The One World Team met to discuss Catholic Social Teachings of solidarity and peace. Pupils worked in groups on case studies from Myanmar, South Sudan and Colombia, focusing on the issues that have led to conflict in that part of the world. The team then discussed what action could take place to help solve conflict, and what the Church is doing in those areas to help support the vulnerable and to promote peace.

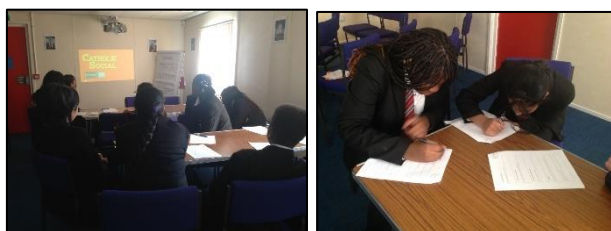
By Mrs Ellis



## Year 8 Sanctuary Team

The Sanctuary Team have continued to support Year 7 this week in finding classes and being a friendly face in school to talk to. The team have also met to discuss Catholic Social Teachings of Solidarity and reflected on their own lives and communities. The team will continue to focus on CST as well as Frutelli tutti, the Pope's third encyclical which discusses the importance of social friendship.

By Mrs Ellis



## Year 8 Service

On Monday pupils from Year 8 gathered to celebrate Harvest. They reflected on the Parable of the Good Samaritan and considered all the things that distract them from seeing the goodness in life. Pupils then wrote down what they were grateful for and thanked God for his blessings.

By Mrs Ellis



## Year 9 Wellbeing Ambassadors

This week our Wellbeing Ambassadors began an audit into the school's MHWB initiatives. They walked around the building, looking for pupil support. Pupils noted what was going well, and what could be done around the building to help further in the future.

By Mrs Ellis







# Black History Month

In Humanities, MFL & EAL



**"Never be limited by other people's limited imaginations."**

**Dr. Mae Jemison, first African-American female astronaut**

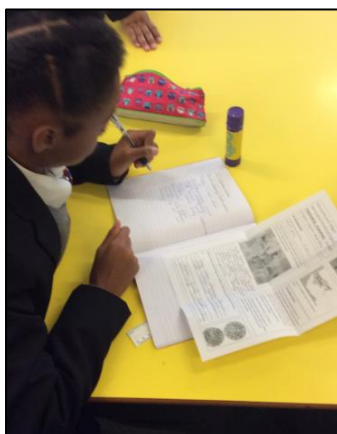
## History

In History, Year 7 pupils compared Monarchies in medieval Europe to Medieval Africa. Pupils had the opportunity to look at the Medieval Empire of Mali and its most famous leader Mansa Musa who has famous for being one of the richest men in History. This changed perceptions about West Africa and pupils made some eloquent and truthful responses about what they had learnt.

By Mr McIntosh

"I enjoyed today's lesson because I got to learn about King Mansa Musa and see how he changed lives for his people. He was a powerful and wise king. We need to learn about this because Black lives matter."

By Sartaj Singh 7LEV



## History

Pupils in 8YW were learning about what Victorian schools were like in the context of life for children in Victorian England. This activity explored the lives of the Peters Family who unfortunately were stuck in poverty and had to be admitted to Barnardo's childrens homes, with one of the siblings being forcibly moved to Canada to work as part of the child migration scheme. Pupils shared how the story made them feel and discussed what could be done to commemorate this.

By Miss Lally

**BLACK HISTORY MONTH 2022**

**PERSONAL RESPONSE:**

What is your opinion/ reaction to the article?

This article highlights the struggles of the Peters family, who were poor and lived in Victorian England. It shows how they were forced to move to Canada as part of the child migration scheme. The article is well-written and easy to read. It is a sad story, but it is important to know about it. I think the Peters family were very brave. I hope they are all well now. I would like to see a statue of them in London. I think the child migration scheme was a mistake. I think the Peters family were very lucky to be found. I think the Peters family were very smart. I think the Peters family were very hardworking. I think the Peters family were very kind. I think the Peters family were very brave. I think the Peters family were very smart. I think the Peters family were very hardworking. I think the Peters family were very kind.

**EDITIONS LIFESTYLE**

Ediths Lifestyle remembers the Black children of Victorian England. Many were biracial, often abandoned by their parents on account of their colour. Others who were not intentionally abandoned were often from extremely poor families who could not be looked after by their parents, who sometimes committed themselves to the notorious workhouses out of desperation and hopelessness.

One such family were the Peters. Elizabeth and her two younger siblings Sarah and John grew up in Liverpool. Left by their father who went to work as a cook on a ship and never returned. Their mother was left to raise the three children alone and after struggling for a time she was forced to move herself and her children into St George's workhouse in London.

In spite of her circumstances the children regularly attended school and Elizabeth was described as a "remarkably intelligent child." In January 1882 all three children were admitted to Barnardo's. The following year Sarah did not survive for very long. John, the youngest, was admitted to the Boys Village in Stepney and in 1892 aged just 16 was sent to Canada as part of the child migration scheme. After leaving Barnardo's care in 1887 Elizabeth was given a job in domestic service.

This is indeed a very sad story because the whole family were split apart from each other forever and in this one family alone each child suffered the tragedy of separation, the isolation of being orphaned and victim of the child migration system, which was another form of enforced labour where children were sent to the colonies to work.

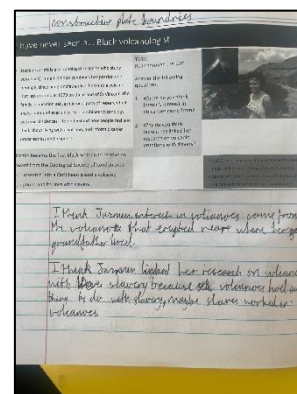
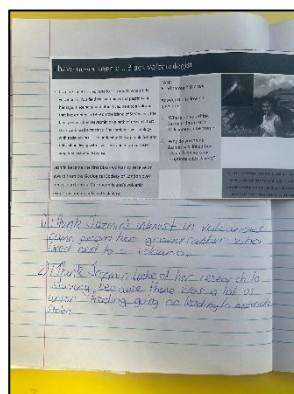
**READING THE TEXT:**

Can you summarise the main points of the article?

The Peters family were poor and lived in Liverpool. Their father was a cook on a ship and never returned. Their mother was left to raise the three children alone and after struggling for a time she was forced to move herself and her children into St George's workhouse in London. Elizabeth and her two younger siblings Sarah and John grew up in Liverpool. Left by their father who went to work as a cook on a ship and never returned. Their mother was left to raise the three children alone and after struggling for a time she was forced to move herself and her children into St George's workhouse in London. Elizabeth was described as a "remarkably intelligent child." In January 1882 all three children were admitted to Barnardo's. The following year Sarah did not survive for very long. John, the youngest, was admitted to the Boys Village in Stepney and in 1892 aged just 16 was sent to Canada as part of the child migration scheme. After leaving Barnardo's care in 1887 Elizabeth was given a job in domestic service. This is indeed a very sad story because the whole family were split apart from each other forever and in this one family alone each child suffered the tragedy of separation, the isolation of being orphaned and victim of the child migration system, which was another form of enforced labour where children were sent to the colonies to work.

**VOCABULARY:** Read through each paragraph and highlight a maximum of three words which you do not understand. Use a dictionary/ ask your partner to find out the meaning of those words. Note these definitions down.

By Ellie May 8AHM



By Miradi Pembele 8HAY

By Owes Imadonmwinyi 8AHM



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# Black History Month

## In Humanities, MFL & EAL



**"He who is not courageous enough to take risks will accomplish nothing in life."**  
**Muhammad Ali**

### History

In Year 9 pupils have been learning about Crime and Punishment in Britain. Pupils read the story of Sislin Fay Allen who in 1968 became Britain's first Black police officer. Pupils were able to understand the importance of this feat for future generations of Black men and women interested in a career in policing.

By Mr McIntosh

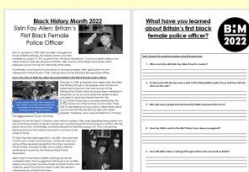
#### Sislin Fay Allen: Britain's First Black Female Police Officer

##### Task

- Read through the information on Sislin Fay Allen.
- Use the information to complete the comprehension questions on the sheet.



In new uniform, Sislin Fay Allen checks over the 'toy' used in a mock road accident as she trained at the Metropolitan Police Training Centre in Regency Street.




##### Challenge

What SJW Values has Sislin Fay Allen shown?


### MFL - French

Over the last weeks, Year 11 have been working on discussing social and global issues. On Friday 7th, pupils have been able to debate around the question on police violence towards Black people in France. Pupils focused on Omar Sy – a famous French actor – who is committed to make police violence stop. They had to read a short article about how Omar Sy fights for justice and what actions he took to do so. By using the vocabulary studied in lesson, students had to write an answer in French about what ways Omar Sy decided to show his commitment to the cause. The class discussed afterwards what action they could take to fight against racism so that their actions speak louder than words.

By Miss Gosselin



**BLACK HISTORY MONTH**  
- French



**OMAR SY**

Read the text and answer the question below.

**Omar Sy et sa lutte contre le racisme.**

En juin 2020, il manifeste à Los Angeles suite à l'affaire George Floyd. Il explique avoir « marché en paix et solidarité en criant les noms de George, Breonna, Ahmaud et beaucoup d'autres victimes aux États-Unis ».

Il soutient la famille Traoré depuis 2016, il dénonce « la peur de mourir entre les mains de policiers » et appelle à avoir « le courage de dénoncer les violences policières qui sont commises en France ».

Omar a aussi lancé une pétition pour que les crimes policiers cessent et a enregistré plus de 100 000 signataires en une journée.

Comment est-ce que Omar Sy lutte contre le racisme et les violences policières? Donne deux exemples.

Challenge: Read what Omar Sy said when being criticized because of his petition. What does he mean by that?

Il explique : « Les choses sont toujours mises en opposition : pourquoi, quand je dis qu'il y a des policiers racistes, je serais contre la police, contre l'État ? Quand je vois des policiers tués, vous pensez que ça me fait plaisir ? » ; « C'est de la folie, de penser ça. Pour moi, un policier mort, Adama Traoré mort, il y a quelque chose qui me dérange, de la même façon. »

**Black History Month 2022**

**Sislin Fay Allen: Britain's First Black Female Police Officer**

Born in Jamaica in 1939, Sislin Fay Allen changed the future of British policing. As a black woman who had travelled to London in 1961 as part of the 'Windrush Generation', Commonwealth citizens who were invited to help rebuild post-war Britain, Allen would undoubtedly have faced racial prejudice just by moving into historically white space.

Nonetheless, knowing she would stand out among her peers, Allen graduated into the Metropolitan Police force in 1968, making history as the first black female police officer.

Here's the story of Sislin Fay Allen becoming Britain's first black female police officer:

One day in 1968, during her lunch break, Sislin Fay Allen was talking through a newspaper when she was on a street recruiting both men and women to the Metropolitan Police. She had always been interested in the police, so she had asked the police to read letters to when she finished her shift. The Metropolitan Police had a complex relationship with black people and other minority communities. There was a wide feeling among London's West Indian black community that the Met did not deal with racism properly. Therefore, some were shocked and unhappy with Allen's decision to join the force.

Despite this her first beat in Croydon went without incident. Allen later described being asked how she could have chosen to join a force that had come into conflict with the black community. Nonetheless, she remembered all the better police until 1972, one evening because she and her husband refused to join a police to be close to home.

PC Sislin Fay Allen died aged 83 in July 2022. She had lived in both south London and Canada, where she worked as a police officer received recognition from their government. Prime Minister, Michael Manning, and in 2020 a lifetime achievement award by the National Black Police Association.

Allen's part in the history of British policing cannot be understated. The change that individuals such as Allen brought, knowing they could be targets of discrimination and violence, opened the door for others to see themselves in a previously withheld form.

**What have you learned about Britain's first black female police officer?**

**BIM 2022**

Task: Answer the questions below using full sentences.

- When and why did Sislin Fay Allen travel to London? She came to London in 1961 as part of the 'Windrush Generation'.
- In what year did she become a part of the Metropolitan Police force and how did she discover the role? She became part of Metropolitan Police in 1968 and she discovered the role while talking through the newspaper when she was on a street recruiting.
- Why did some people feel shocked that Sislin had joined the force? Because the Met did not deal with racism properly.
- How has Allen's work in the Met Police force been recognised? Her work was recognised by the Commissioner, Prime Minister, Michael Manning, and she received a lifetime achievement award from the National Black Police Association.
- How did Allen make a change through actions and not words in 1968? She showed courage even though she knew she could face racism, discrimination and violence.

By Areena Ahmed 9MCI



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# Black History Month

In Humanities, MFL & EAL



*"One of the lessons that I grew up with was to always stay true to yourself and never let what somebody else says distract you from your goals. And so when I hear about negative and false attacks, I really don't invest any energy in them, because I know who I am." – Michelle Obama*

## MFL - Spanish

In Spanish pupils were both exploring and discussing incidents of racism in Spanish society as well as thinking about what it means to be black in Spain.

This lesson links to the topic of 'Global Issues', which Year 11s are currently studying and widens their knowledge and awareness of a problem that sadly still happens around the world.

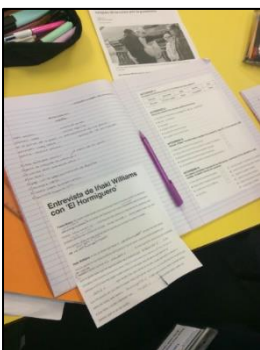
The lesson was divided in 3 stages:

Starter: Pupils were presented with a picture on the board. They spent some time writing short phrases describing what is in the photo to recall vocabulary from the previous lesson or previous knowledge of the topic.

Main tasks: Such as rearranging a selection of sentences into the correct order to form a short biography of a black Spanish football player, watching a video of an interview with the football player discussing an instance of racism whilst doing a fill gap activity and completing a 'rock climbing' activity where they started at the bottom of the 'rocks' and climbed to the top to make translations of the English sentences above.

Plenary: Pupils spent a few minutes discussing in pairs questions on the board related to the activities they had completed. They gave feedback orally and wrote sentences in their books.

By Mr Rossellon



## MFL - EAL

In the St Anthony Centre EAL pupils were introduced to BHM origins and made familiar with relevant vocabulary, events and characters related to the topic.

The lesson was divided in 2 stages:

1. Informative PPT to explain to the pupils what BHM is and why and when it's celebrated, as well as presenting them some notorious black personalities over history. Further discussion was developed with Year 11 pupils.
2. Reading comprehension worksheets linked to the PPT previously shown, where kids could complete different tasks on this topic.

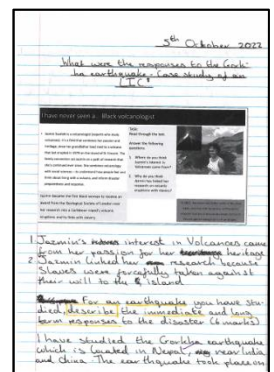
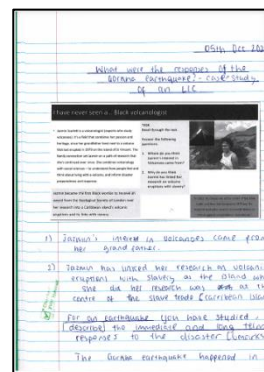
By Mr Rossellon



## Geography

In Geography we used the example of Jazmin Scarlett, a successful black volcanologist. We examined the reason why she chose her career and the geographical reasons behind her research. She combines volcanology with social sciences – to understand how people feel and think about living with a volcano, and inform disaster preparedness and response.

By Ms Levine



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# Black History Month

In RE



*"We need to internalize this idea of excellence. Not many folks spend a lot of time trying to be excellent." – Barack Obama*

During the last couple of lessons with Year 8 and Year 9 we have learnt about how racism has been a big problem for young black professionals in Football. We looked at two particular case studies: Raheem Sterling and Micah Richards who are both prominent footballers and who have both experienced racism within their careers and have taken different steps to combat this. The pupils were amazed at some of the treatment they had received and were very much understanding of the fact that this is something that is an ongoing issue and must be challenged. The students were very mature about the topic and made some helpful suggestions about how moving forward these things can be effectively challenged and change can be implemented. We looked also at the implications of experiencing racism in the workplace and how that can not only affect the victim, but also their family and friends and can heavily distort their view of the world around them and their potential going forward. The main point that both case studies highlighted to the pupils was that in order to address such things, there needs to be a collaborative effort on the part of everyone to raise awareness of the severity of this and hopefully this can be a springboard to combat such a distasteful pandemic.

*"The way they have been treated is disgusting"*

*"Something has to be done about this"*

*"I feel sorry for their families"*

*"When you experience things like this, your only hope is that it will get better"*

These were some of the responses of the pupils which very much outlines both a realist and an optimist perspective. The discussion was fruitful and it very much opened their eyes to the unfortunate things that are still happening amongst the black community in professional sport, but more importantly that the only way to make any effective change is unity.

**By Mr Brooks**



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## Maths News

Ravjot Singh from 11H2 showed lots of effort to complete the Maths Weekly Newsletter to the highest standards.

**SJW Maths**

Week 1 Work:

Review of recent learning

**Calculate:**

$\frac{7}{9} \div \frac{3}{8}$

Find the reciprocal of the second fraction

$\frac{7}{9} \times \frac{8}{3} = \frac{56}{27}$

Note: common factor of 3

$\frac{56}{27} = \frac{56 \div 3}{27 \div 3} = \frac{56}{9}$

$\frac{56}{9} = 6 \frac{2}{9}$

**Calculate:**

$\frac{4}{9} \times \frac{3}{8}$

$\frac{4 \times 3}{9 \times 8} = \frac{12}{72}$

$\frac{12 \div 12}{72 \div 12} = \frac{1}{6}$

$\frac{4}{9} \times \frac{3}{8} = \frac{1}{6}$

**Calculate:**

$\frac{7}{8} - \frac{5}{4}$

72 is the lowest common multiple of 8 and 4

To add or subtract fractions, we must first have common denominators.

Turn both fractions into equivalent fractions with 72 as the denominator.

$\frac{7}{8} = \frac{63}{72}$

$\frac{5}{4} = \frac{40}{72}$

$\frac{63}{72} - \frac{40}{72} = \frac{23}{72}$

Operate with the numerators.

$\frac{63 - 40}{72} = \frac{23}{72}$

always check to see if the answer can be simplified.

**Retrieval of past learning:**

1) Calculate y to 1 dp.

2)

**Fun Zone**

$x + x + x = 6$  (2 each)

$x + y + y = 12$  (4 each)

$(5 + 2 = 3)$

$y - 2 = 3$

$x + y + z = 9$

$7 + 2 + 3 = 9$

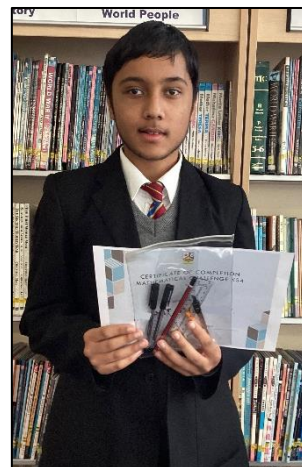
Next week, we hope we will get many more contributions from you. You can do it on paper or send us the answer electronically, but always remember to show workings out.

By Mrs Pawlowska

Congratulations to all pupils who participated in our Summer Maths Challenge. Well done!  
The pupils were nominated in a few categories: effort, resilience and highest score.

Wait for another challenge and join in to be the best mathematicians at SJW. You Can be the next one?

By Mrs Pawlowska



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## Maths News

### MathsWatch

Top Ten Users per year group for September 2022. Well done to all these pupils for being Learned and Wise.

By Mrs Forde

First Name	Surname	Minutes	Class
Samiya	Muhumed	731	11H2/Ma
Ravjot	Singh	573	11H2/Ma
Roland	Ofori	535	11H2/Ma
Connie	Grant	376	11F3/Ma
Jaspreet	Kaur	328	11H2/Ma
Kymani	Harvey	287	11H2/Ma
Jaskarn	Sampla	272	11H2/Ma
Simran	Tiwana	252	11H1/Ma
Mohammed	Hamzah	215	11H2/Ma
Brajesh	Lal	188	11H1/Ma
First Name	Surname	Minutes	Class
Janelle	Ajayi	533	10F3/Ma
Natasha	Phagania	454	10H2/Ma
Kameron	Chem	296	10H2/Ma
Yuvraj	Sidhu	261	10H1/Ma
Gerrard	Mendoza	207	10H1/Ma
Eldana	Guesh	180	10F3/Ma
Daniel Wainer	Kodua	180	10H1/Ma
Hannah	Khan	151	10H2/Ma
Chelle	John Omozee	138	10F1/Ma
Rahma	Samia Miah	121	10F1/Ma
Jakub	Borawski	121	10H1/Ma

First Name	Surname	Minutes	Class
Muhammed Sheraz	Rafaqat Begum	298	9F3
Qasim	Rehman	258	9H2
Teniola	Adekunte-Olayiwola	178	9H2
Ameira	Peart	151	9H2
O'Mari	Harvey	136	9H1
Kibriya	Jawaid	134	9H1
Mawra	Hussain	132	9F3
Mercedes	Johnson	130	9F2
Hilla	Stosray	114	9F3
Michael	McDonough	104	9H1

First Name	Surname	Minutes	Class
Dajaun	Robinson	806	8Y3/Ma
Priya	Kaur	562	8X1/Ma
Priya	Chem	178	8Y1/Ma
Rihana	Guesh	137	8Y2/Ma
Yakob	Binyam	122	8X2/Ma
Elnael	Fasil	103	8X1/Ma
Jaskirat	Sahota	87	8Y1/Ma
Imwenoghomwen	Imadonmwinyi	64	8Y1/Ma
Jahari	Brou Walker-Smith	46	8X1/Ma
Rako	Hussain	38	8X1/Ma

### Staff Wellbeing

Some of the staff took part in a wellbeing session this week by enjoying a game of football.

Maths 4 - 2 PE+

By Mr Hussain



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## Sports News

After the success of the England team in the women's Euros 2022, it was amazing to see such a high number of girls in extra-curricular football Wednesday after school. It's incredible to see how inspired they all are and they showed resilience through the rainy conditions!! Big well done to all those who attended. If any other girls in years 7-10 would like to attend, it is after school every Monday until 4:10. Plenty of exciting fixtures, tournaments and opportunities coming soon!

By Miss Young and Miss Reynolds



## House News

Last Friday we held our Macmillan bake sale during break time. We had generous contributions from both staff and pupils which is greatly appreciated and meant we were able to raise an amazing total of £200 for Macmillan. A huge thank you to our Year 10 House Captains for selling both cakes and samosas and raising the profile of the event throughout the last 3 weeks. Another thank you to all staff and pupils for donating to a successful bake sale!



To support Black History month, our next competition is to create a song or rap about the theme - Time for change: Actions not words. You can then perform your song during Miss Antonucci's Jamming sessions, taking place Wednesdays after school. The deadline for entries will be Wednesday 19 October and winners announced on Cultural Heritage day on 20 October. Good Luck!

By Miss Young



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## English Reading Corner

Year 7 and 8: Why not read **'Night terrors in Cairo'** located in your English development Homework on our Shared area in the reading corner folder.

Year 9, 10 and 11: Why not read **'Sudan's last fight'** located in your English development Homework on our Shared area in the reading corner folder.

**Your English teacher would love to hear about what you have been reading!**

### Poem

#### Lovebirds

See the varicoloured streaks,  
Their rather petite physiques,  
Blending together as they speak.

Leaning into one another  
Entwined into each other,  
Not wanting any other.

Even if they part,  
Their partner will always be in their heart,  
Since they will never forget their start.

*So even now*, as they spread their wings,  
There are always the little things,  
Reminding them of their lover.

**By Ellie May 8AHM**







## Supper Club

This is an exciting after school enrichment opportunity which started on Monday 3 October. Here are some key details:

- Monday-Friday every week during term time.
- Pupils do not need to sign-up they just turn up. First come first served, 30 spaces.
- Led by an external company- Bouncing Statistics.
- 3.15-4.30 enrichment activities e.g. sports, board games, creative activities, homework. Pupils can liaise with Bouncing Statistics about other activities they would like (Please note- if pupils attend, they will not be able to leave school site until 4.30pm).
- 4.30-4.45 food and drink. This is optional, pupils do not have to stay for this, but it is free of charge.
- 30 spaces per day on a first come first served basis.
- If you plan on collecting your child at 4.30pm, then please contact the school office, otherwise pupils will be allowed to leave site from 4.30pm.

This week, pupils attending the supper club engaged in a range of activities including badminton, capture the flag, football, private study and board games. Pupils also enjoyed a range of foods each evening, this included, Pizza, bagels, tomato soup, vegetable soup, sandwiches, baguettes, biscuits and cakes.

By Miss Guest

# SJW Supper Club

**School Hall**

**3.15-4.30pm**

Monday to Friday, led by Bouncing Statistics, starts Monday 3 October 2022

**Timings:**

3.15-4.30 enrichment activities  
4.30-4.45 food and drink

- 30 spaces per day, you do not need to sign up, just turn up.
- If you attend, you will not be able to leave the school site until 4.30pm.
- If you are being collected, parents/ carers need to contact the school office.
- Sports, board games, creative activities, homework.
- If you are interested in other activities, let the programme leaders know.
- Food and drink provided free of charge - e.g. squash, sandwiches and soup!



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





## Duke of Edinburgh's Award

On Tuesday 4 October the Duke of Edinburgh award was launched to Year 9 pupils in weekly worship

The Duke of Edinburgh's Award is an incredible experience and qualification which involves a range of activities and requirements in order to be gained. The award is made up of four sections.

1 - Skill Section – A new life skill (outside of school lessons). There are hundreds of different activities that young people can choose from. Popular choices include music, art, drama, cooking, DJing, committee skills, graffiti art and sign language.

2 - Volunteering Section – This section requires young people to spend approximately one hour per week doing voluntary work. This gives young people the opportunity to get out into their communities and give something back.

3 - Physical Section – This section requires young people to spend one hour per week of their own time engaging in physical recreation. It can be any form of activity and does not need to be in a team or competitive environment.

4 - Expedition Section- Walking, camping, map reading, team work, survival.

If you are interested in taking part please see Mr Woodward in Room 21

By Mr Woodward

**What would you like the school to do to become more eco-friendly?**

**ECO CLUB**

**How would you like to recycle?  
Create an alternative use?**

**STARTING WEDNESDAYS, 3.10 – 4PM  
FOR YEARS 7, 8, 9**

**Come and find out  
Room 24  
With Ms Levine...and  
bring your ideas!**



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## HOW TO SET UP 'MY CHILD AT SCHOOL'

### Logging in

To login to the MCAS Parent Portal you will need to have access to the e-mail address you have registered with us at the school, and the Invitation Code which we have sent to you.

If you do not have an Invitation Code please call Reception, who can give you this information, as you will NOT be able to access the Parent Portal without it.



1. Go to [www.mychildatschool.com](http://www.mychildatschool.com) , and this will open the login page.

2. Click on the Redeem Invitation Code? link



3. Then enter our School ID ( which is 11677), Username and the Invitation Code [which can only be used once to setup the Account]

4. tick the 'I'm not a robot' box and follow the instructions, then click on the 'Redeem Code' button.

You will then be asked to Setup your Details.





5. Enter the required information to setup the Login Details (highlighted in the image)

6. Click on the 'Save Account Details' button.

7. A message will be displayed that the new Login setup has been successful and you will be returned to the Login page.

8. An e-mail will also be sent to the e-mail address entered asking for the Login information to be verified, if this is not verified the you will not be able to Recover Account Details or change the Password in the future

Dear MyChildAtSchool user,

Thank you for setting up your username and password retrieval details.

Security Question:  
What was the name of your first pet?

Answer:  
S\*\*\*\*

Please click [Here](#) to validate this information - If you do not validate the details provided you will not be able to retrieve a forgotten username or password on-line.

A pop-up reminder will appear every time you log into MyChildAtSchool until you validate these details.

Please do not reply to this email as it is automatically generated.

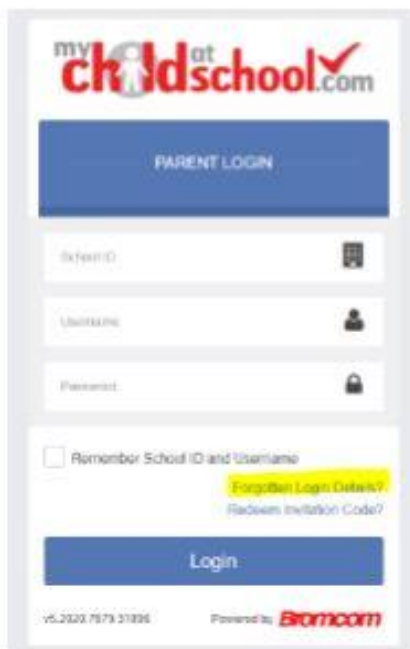
Kind Regards  
MyChildAtSchool.com

**You will now be able to Login using your new Login Details**





## If you forget your login details



The screenshot shows the 'mychildatschool.com' login page. It has a blue header with the school's name. Below it is a 'PARENT LOGIN' button. There are three input fields: 'School ID', 'Username', and 'Password'. Below these is a checkbox for 'Remember School ID and Username'. To the right of the checkbox are two links: 'Forgotten Login Details?' (highlighted in yellow) and 'Recover Invitation Code?'. At the bottom is a 'Login' button. The footer shows 'v5.2020.7579.21896' and 'Powered by: Bromcom'.

1. If you should forget your Login Information, Go to [www.mychildatschool.com](http://www.mychildatschool.com) , and this will open the login page.
2. click on 'Forgotten Login Details?'



The screenshot shows the 'mychildatschool.com' page with the heading 'WHAT DO YOU NEED TO RECOVER?'. There are two buttons: 'I need to reset my password' (highlighted in yellow) and 'I need to recover my account details' (highlighted in yellow).

This will allow you to 'reset your password', or 'recover account details'.

## Reset Password



The screenshot shows the 'mychildatschool.com' 'RESET YOUR PASSWORD' page. It has a blue header with the school's name. Below it is a 'RESET YOUR PASSWORD' button. There are two input fields: 'School ID' (highlighted in yellow) and 'Email' (highlighted in yellow). At the bottom is a 'Send reset email' button (highlighted in yellow).

Selecting 'I need to reset my password' will open the Reset Password window.

1. enter the **School ID (which is 11677)** and your email address, then
2. click the 'Send Reset email' button.



3. An e-mail will be sent to the verified e-mail address entered, and you will need to find the email and click on a link to reset your password

Hello from MyChildAtSchool.com

A request for password reset has been received.

If you did not request for your password to be changed, please contact your school.

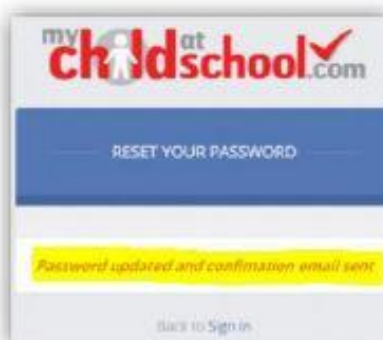
Please click [Here](#) to reset your password. This link will expire in 15 minutes.

Please do not reply to this email as any received emails are deleted immediately.

Regards

MyChildAtSchool.com

4. You will then be taken to the website, and need to answer the security question you set previously (eg the name of your first pet)
5. You will then need to type in the code from the image you can see on screen
6. Then click the 'Verify Answer' button.
7. A new page will show that the requested changes have been made and a confirmation email will be sent.



Hello from MyChildAtSchool.com

Your password has been successfully updated

If you did not change your password, please contact your school.

Please do not reply to this email as any received emails are deleted immediately.

Regards

MyChildAtSchool.com



## Recover Login Details

Selecting the Recover my login details option will open the Recover login Details window.



1. Enter the School ID (which is 11677) and your email address

2. Click the 'Recover my login details' button.

An e-mail will be sent to the verified e-mail address entered with the login name [this will be displayed on the e-mail and not blanked out as in the image].



## Account Options

On first login to MCAS your Contact Details will be displayed, if they are correct click on the 'My details are correct' button.

If they are not, click on the 'Update my details now' button and update your details and Save when finished.

We will ask you to do this from time to time, to ensure we have any new phone numbers or changes to e-mails.







## Did you know you can receive a GCSE in your community language at Saint John Wall?

Saint John Wall school encourages pupils with who are able to speak another language other than English to take a GCSE in that language.

This is often completed earlier in Year 9 or 10 to gain the qualification before Year 11 examinations.

EAL pupils, particularly those who have good literacy skills in their first language, find that they can attain very good grades at GCSE.

Another benefit of taking a GCSE in your community language is it means you are eligible to fulfil the Ebacc. The Ebacc is a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people. By completing the Ebacc pupils have access to a full range of employment options when they leave secondary school. If pupils are thinking of going to university, the Ebacc is also recommended by Britain's most prestigious universities.

'In 2022, a grade 9 was achieved in 4 different language GCSEs'



'Average grade achieved by pupils in GCSE Polish in 2022, was a grade 8'

'In 2022, 100% of pupils achieved a grade 9-7 in their GCSE Panjabi'

In recent years we have entered pupils for GCSEs in the following first languages:

French, Spanish, Polish, Panjabi, Italian, Persian, Arabic, German and Greek.

We will be offering Chinese, Urdu and Bengali in the next year.

'In 2022, 100% of pupils who entered for GCSE Italian achieved a grade 9-5'

At SJW, we use AQA and Pearson Edexcel as our main exam boards. Please visit the websites to find out more about the different languages that can be studied for a GCSE:

<https://www.aqa.org.uk/subjects/languages>

<https://qualifications.pearson.com/en/subjects/languages.html>

'The Italian exam was very easy to pass and I gained a high grade which will help me with getting a place in a college'  
Yuvraj S.

'I enjoyed learning Panjabi, it helped me with my reading skills'  
Harpreet K.

'I passed my GCSE Polish in Year 10, this allowed me to study for A level in Year 11. It means I will have extra points for my University!'  
Oliwia S.

For more info contact:

Miss Lally (Head of Humanities and Languages) - [mlally@sjw.bham.sch.uk](mailto:mlally@sjw.bham.sch.uk)

Mrs Kawecka (EAL Co-Ordinator) - [pkawecka@sjw.bham.sch.uk](mailto:pkawecka@sjw.bham.sch.uk)

Mrs Wallace (MFL Co-Ordinator) - [cwallace@sjw.bham.sch.uk](mailto:cwallace@sjw.bham.sch.uk)



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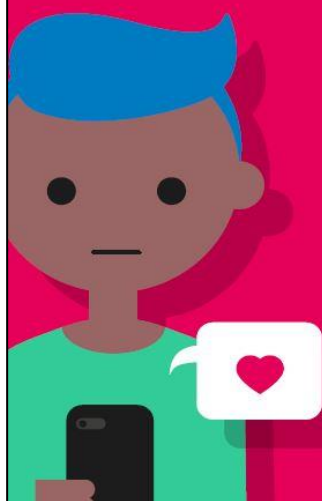


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[www.sjw.bham.sch.uk](http://www.sjw.bham.sch.uk)

The average child posts around *26 times a day* on social media but *only 6 out of 10* followers are real friends.



**Online safety should be on every parent's checklist this school year.**

That's why we've got information, advice and support for all your concerns about your child and the Internet. Showing you the best ways to keep them safe online, whatever they're doing.

Source: Ginger Research online survey

**internet  
matters.org**

*1 in 10 or fewer* parents say that they don't know how to use some of the more risky websites and apps



**Get up to speed with online safety.**

We've got information, advice and support to help you get up to speed on all the big issues around children and technology. Showing you the best ways to keep them safe online, whatever they're doing.

Source: Pace of Change Report Research focused on how parents and children differ in their use of the internet December 2015

**internet  
matters.org**

Learn about it/talk about it/deal with it

*48% of parents believe that their children know more about the internet than they do and 73% of children agree*



**Need to brush up on your online safety this school year?**

We've got information, advice and support to help you get up to speed on all the big issues around children and technology. Showing you the best ways to keep them safe online, whatever they're doing.

Source: Pace of Change Report Research focused on how parents and children differ in their use of the internet December 2015

**internet  
matters.org**

Learn about it/talk about it/deal with it



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# INVESTIN

IMMERSIVE CAREER EXPERIENCES

★ Trustpilot 4.9/5 from 2,900+ reviews



INVITATION FOR PARENTS:

FREE TO ATTEND

## SUCCESS BEYOND SCHOOL

HOW TO COACH TEENAGERS TOWARDS A SUCCESSFUL CAREER

We are delighted to announce the first events in our Success Beyond School series for this academic year. These are live online seminars featuring career experts, designed to help parents amplify their children's career potential.

The events are for parents of students aged 12-18 and are free to attend.

### 12TH OCTOBER: MAKING IT IN MEDICINE

Expert advice on how to get into medical school

### 16TH NOVEMBER: FUTURE-PROOFING STUDENTS

Preparing students for the jobs of the future

### 30TH NOVEMBER: FINDING A FUTURE IN FINANCE

Gaining the skills for a career in Finance

Register Now



## EXPERIENCES IN 19 CAREERS

Explore our life-changing, immersive career opportunities for ages 12-18, which take place at UCL and live online.

Weekend programmes are available throughout this term, we are currently offering a 15% discount on our flagship summer programmes.

Register Now



[www.investin.org](http://www.investin.org)



[info@investin.org](mailto:info@investin.org)



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[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 3

### 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

**Shelter**  
Housing advice  
0800 800 4444 | england.shelter.org.uk

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

**Step Change**  
Debt charity offering debt advice and money management  
0800 138 1111 | www.stepchange.org

**Turn2Us**  
Information and financial support  
0800 802 2000 | www.turn2us.org.uk  
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  
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

## 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  
www.centralenglandlc.org.uk

**Migrant Help**  
Asylum helpline available 24/7/365 and accessible to all asylum seekers in the UK  
Asylum helpline: 0800 8010 503  
ASCorrespondence@migranthelpuk.org  
www.migranthelpuk.org (Webchat available)

**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

**The Refugee and Migrant Centre**  
Advice on immigration, housing & destitution, welfare & health, employment & education, resettlement and citizenship  
0121 374 0140 | info@rmcentre.org.uk  
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  
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

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  
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@castlevale.org.uk  
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  
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  
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

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

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  
reportaloanshark@stoploansharks.co.uk

**Local Energy Advice Partnership (LEAP)**  
Energy and money saving service  
0800 060 7567 | support@applyforleap.org.uk  
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  
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  
www.birminghammind.org



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