



SPRINGFIELD SCHOOL[®] NEWS



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April 2021 Issue

www.springfield.uk.net

A-BLOCK

A new start with refurbished science and technology facilities for pupils...



Springfield School was delighted to open its fully refurbished science and technology block at the same time as all students were able to return to school from 8th March. Students and staff were thrilled by the quality of the design and finish of the building, which comprises two state of the art STEM rooms and nine science laboratories. Visitors have commented that it looks as if it is an entirely new building!

Approximately £2.6 million was spent on the project, with all windows and exterior curtain walling also being replaced. Springfield School is part of The De Curci Trust, which was able to lead the renovation with the support of £100k funding from the Wolfson Foundation and ~£1.8 million funding from the Education and Skills Funding Agency.

CEO and Headteacher, Sara Spivey, commented "The facilities that Springfield now has in place for the teaching of science and technology are quite honestly the best that I have seen in a secondary school! As a former science teacher myself, I know the positive difference that a well designed laboratory space supported by up to date IT and technological equipment makes to pupils' learning experience. Our students deserve the best, and that's what everyone involved in the project has worked to achieve for them. It has been a joy hearing the students' positive comments and we look forward to them enjoying the facilities for many years to come."

Alison Norum, Support - Marketing and Administration



Pictured above left examples of the classrooms and STEM room

FROM THE HEADTEACHER

We have very much enjoyed having our students back with us on site and thank families for their support in making the phased return back to school, including conducting well over 3,000 lateral flow device tests on site, so calm and successful. It has been encouraging seeing students getting back into their learning routines and enjoying being able to spend time with their friends, peers and staff.

It seems extraordinary that schools and the wider community have been responding to such changing and complex circumstances for over a year now. While we look forward to the national restrictions lifting over the coming weeks, it also seems the apposite time to reflect on the outstanding work that Springfield's staff and governors have conducted over the last twelve months. I sincerely thank them for the courage, time and energy that they have brought to managing the school during very difficult times:

In March last year, within days of being informed of the national lockdown, we moved fully to remote education while contributing to the national effort by continuing to educate onsite those children who most needed support and the children of critical workers. The school put together and delivered food parcels, then moved quickly to administer free school meal vouchers to those who needed them. We opened more widely in June, despite wider public concern about safety, and at extremely short notice we put in processes to assess GCSEs when the exams were cancelled.

The summer was spent adapting timetables, reorganising the site and putting in place a range of safety measures in preparation for the full opening of schools. In September, all students were able to return and attendance at school was very positive; however, as COVID-19 cases started to appear the school put into action its 'track and trace' systems as required by Public Health England. We responded to the fact that a number of our staff needed to shield or self-isolate and/or were themselves unwell.

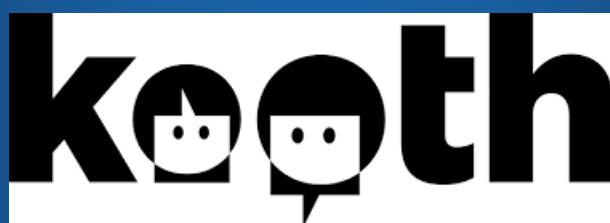
Christmas was spent planning how to administer the mass asymptomatic testing required at the start of the Spring term, but then just one day into the Spring term, on 4th January, attendance at school was restricted by the government. Again, the school moved immediately to providing remote education, while also making provision onsite for vulnerable students and the children of critical workers. This March we have welcomed all of our students back to school again while administering many thousands of LFD tests and ensuring that our Year 11 students are able to achieve the fairest possible GCSE grades in June, despite the absence of formal examinations in 2021.

While we hope that routines will settle again in schools and elsewhere, it is reasonable to assume that we will be working within our new systems and timetables for some time and this features in our planning for September. We will update families in keeping with the evolving government guidance for schools.

In the meantime, I know that students and staff alike are looking forward to some fun and relaxation over the Easter break. I hope that they are able to return to school at the start of the Summer term feeling refreshed and with a renewed energy for learning, which is what Springfield is all about! It has certainly been inspiring to observe what the students have been able to achieve since coming back to school and I hope that you enjoy seeing some of their recent work in this edition of Springfield News as well on the school's newsfeed. I wish you all a "Happy Easter!" on behalf of the Springfield School community.

With kind regards

Ms S F Spivey
CEO, Headteacher



It is understandable that some children and young people might be struggling with the transition to being back in school. 11-18 year olds in Portsmouth who are struggling with their emotional wellbeing can access a free online counselling service, wellbeing resources and self-help tools from [Kooth.com](https://www.kooth.com).

Young people can access this service anonymously by signing onto www.kooth.com. Kooth provides unique out of office hours' provision and is open 7 days per week, 365 days a year from noon until 10pm weekdays and from 6pm until 10pm on Saturday and Sundays. The service provides added value with moderated, scheduled forums and self-help articles (many written by service users) to provide peer-led and self-help support.

Kooth helps to reduce waiting times for young people seeking help and removes stigma around mental health and accessing services. Kooth integrates with face-to-face local services to ensure a seamless transition for young people.

The team of qualified counsellors, therapists and support workers provide guided, outcome-focused help for each individual. Kooth take safeguarding and clinical governance extremely seriously. The safety and well-being of all service users is an utmost priority.

HOUSE NEWS

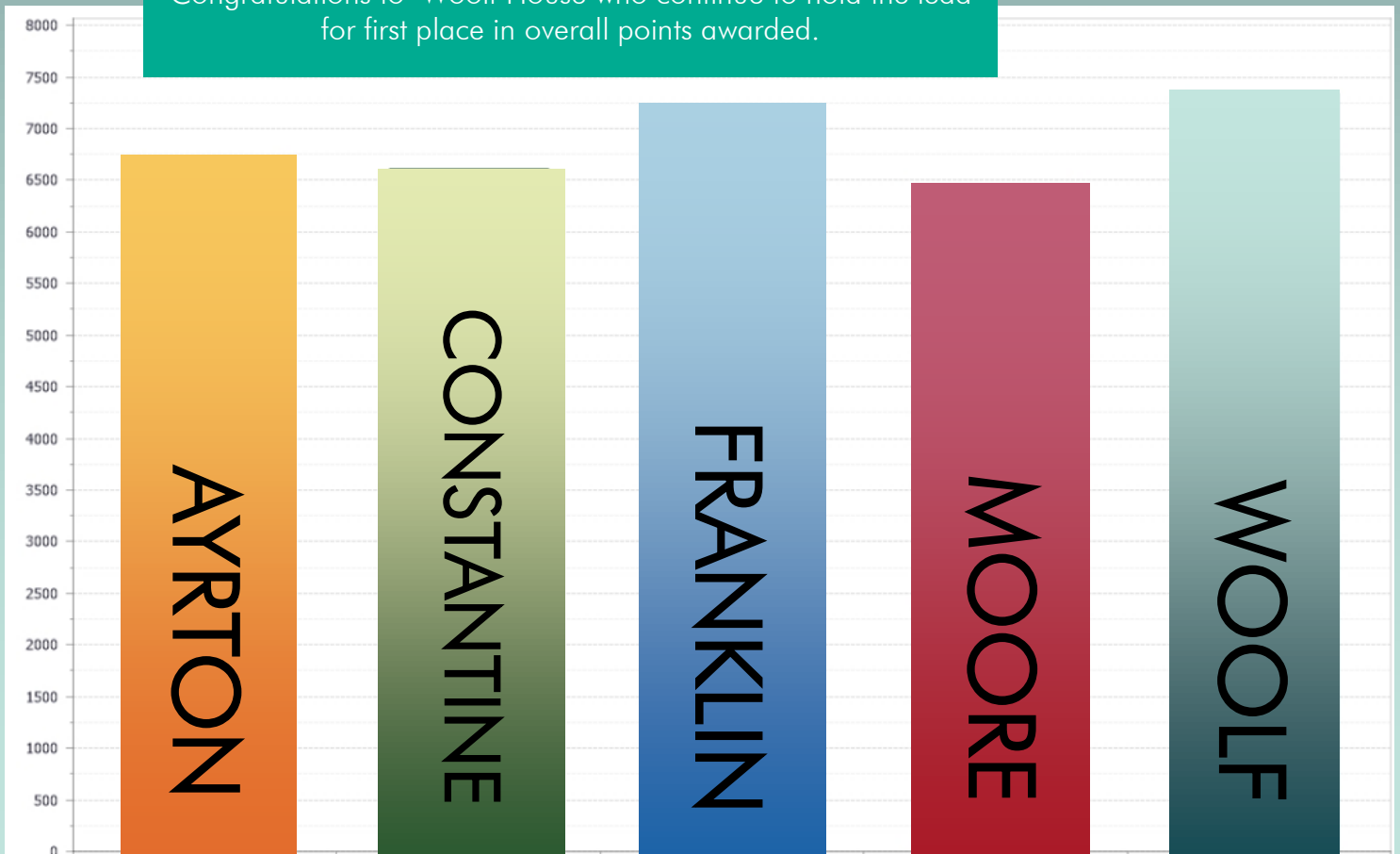


It's been great to have the classrooms, corridors and every inch of the school bustling with the sound of people after another period of lockdown, and what better way to celebrate our return to school than with last week's House Competitions. The Art Department continues to set some fantastic photography challenges, and this one is as good as the others; we really look forward to seeing, displaying and celebrating pupils' own photographic ideas of the 'Signs of Spring'. Other competitions this half term include World Book Day, World Earth Day and Springfield's Science Department competition.

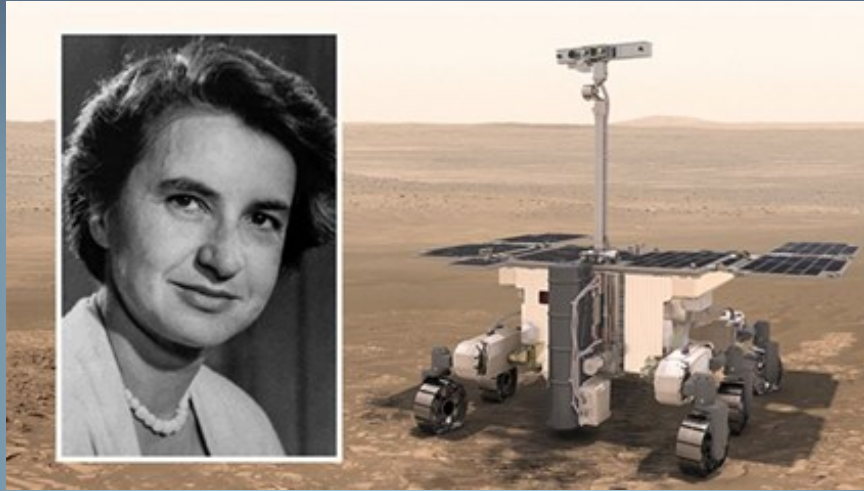
On reflection, we still cannot believe this time last year was a very different picture from today. We really hope with everyone keeping themselves and others safe, hopefully the Summer Term will offer up even more house competitions for pupils to engage in and for some normality to be restored.

Mrs Goldsmith, Head of Achievement, Year 8

Congratulations to Woolf House who continue to hold the lead for first place in overall points awarded.



MARS ROVER



A panel of experts chose the name 'Rosalind Franklin' from over 36,000 entries submitted by citizens from all ESA member states, following a competition launched by the UK Space Agency in July last year. The ExoMars rover will be the first of its kind to combine the capability to roam around Mars and to study it at depth. The Red Planet has hosted water in the past, but has a dry surface exposed to harsh radiation today. The rover bearing Rosalind Franklin's name will drill down two metres into the surface to sample the soil, analyse its composition and search for evidence of past – and perhaps even present – life buried underground. The rover is part of the ExoMars programme, a joint endeavour between ESA and the Russian State Space Corporation, Roscosmos. Franklin house will watch with anticipation to see what happens next.

Josephine Hatton (11G), Captain of Franklin House



GUEST SPEAKER

We welcomed Megan Carter, Senior Regeneration Manager for Portsmouth City Council to our live Year 10 GCSE Geography lessons on Wednesday 24th February 2021. Pupils were engaged by her contributions and asked questions about the proposed Tipner West Project as an example of new sustainable development. This is part of the Employer Engagement Project in association with EBP South and The Hearn Foundation. It means that other schools can use these resources and the skills and talents of Megan so all can benefit. We thank Megan for her time and look forward to others being able to take part in this engagement activity.



Mr Lomas
Head of Enterprise and Personal Development Learning

'ThisisNamaste'

On Friday 12th March 2021, we were supported by Prime Agency who introduced our Year 10 pupils to a music artist called Natasha Stewart. Natasha performed to pupils via live GoogleMeet sessions. She then worked with the pupils on issues relating to mental health and making good choices. Natasha is a Scottish solo artist known under the moniker "ThisisNamaste". Natasha has already toured as a backing singer for Rita Ora and Ella Eyre. She is now embarking on her own exciting solo journey and is releasing her debut album. Natasha is a university graduate and has had her own struggles with mental health so feels she is in the perfect position to be talking about careers, education and options after school as well as mental health.

Mr Lomas
Head of Enterprise and Personal Development Learning



LOCKDOWN LIFE

Olivia Lawrence (9L)

During lockdown, I came into school every day to complete my work around teachers and fellow classmates. I thoroughly enjoyed my time during lockdown as it gave me an opportunity to meet new friends and speak to people I never would have really mixed with before. Also, having a structure to my school day really helped me to complete all my work effectively and easily, to the best of my ability, which I probably wouldn't have been able to accomplish at home.

During my time at school we were in 'pods'. Pods are classes with a small group of people in the same year group and, to minimise contact, the year was split in two. During the day it was helpful as you can socialise with other students doing the same sort of work to you and you can help each other when doing this. Being in pods was easier to help to make new friends and feel comfortable around new people. In our pods, once or twice a week, we would complete a lateral flow test in small groups to ensure people around us were safe and we weren't putting ourselves or anybody at home at risk. Although taking a test is uncomfortable I felt proud after taking a test as I knew I was doing my part to protect people from Covid 19.

Some lessons online were strange to complete such as PE. It was different as usually we play fun games, work with partners and attempt challenges. It was different now as we were in very small groups and so to minimise spreading germs we made the sacrifice to not do PE. Instead of this we had an hour to complete any outstanding work or answer emails, for example. Art was another lesson that was odd to do in lockdown. Normally we have visual objects to draw whereas we just had a 2D photo to copy. Although it was unusual, I found myself being more creative as I had access to lots of research and inspiration online as I was working on Chromebooks in our pods. Furthermore, Science was also more challenging as we did not have access to practical experiments. Practicals help us to learn as you can easily visualise the reactions that take place and make good observations of what you see in front of you. Whereas now the reactions that you saw were simply links from Powerpoints made by your teacher or someone else completing the experiment. But I did not worry too much as the teachers were only an email away if you ever needed help.

For our lessons we had to follow our normal timetable and every lesson our teacher would set us work to complete in the hour that we had. In the first lockdown we only had a worksheet or a slide

presentation to read and complete work set by the teacher. The only way to contact your teacher if you needed help was to add a comment on Google Classroom (the website we use to see what work we have and use it too attach our finished work) or to send an email. It could sometimes be hard to understand what the teacher was saying. This lockdown, our school and many others introduced live lessons. Still using Google, we were given the opportunity in many lessons to have Google Meets. These were calls set by the teacher to have as a class to complete work. Teachers would attach the link to the class call approximately 5 minutes before lesson starts to get prepared to join. Once joining the class, our helpful teachers would give us a lesson just like we would normally have face to face in class. This time could be used to go through and read Powerpoints also to answer any questions you might have about the work for that lesson. Although not all classes did this every lesson, it was very helpful when they were used and I had a better understanding of the work that I didn't capture in the first lockdown.

On reflection being in school during these tough times really worked for me. A reason for this is that I had a good balance of school life and home life which encouraged me to work hard at school and be rewarded with freedom and relaxation at home.

LOCKDOWN LIFE

Maddy Brown (11P)

During the last lockdown we returned to online learning. As a Year 11 student it was quite a stressful and confusing time, however teachers were extremely reassuring and comforting. The majority of our lessons were live on Google Meet which I found beneficial as it was easier to communicate with my teachers and it was as close to being physically in the classroom as possible!

I am a synchronised swimmer meaning that my training also had to take place over Zoom calls and my progress in both school and my sport was dependent on keeping motivated and determined to push through the difficult times. I take part in Zoom calls five days a week to focus on my strength and ensure that my teammates and I will still be fit when we return to the pools soon. These Zoom calls vary from HIIT sessions to flexibility and dance as well as maintaining my stamina by doing cardio and focusing on my goals and weaknesses.

This past year has been challenging and out of the ordinary! However, it has been a learning curve and a way to motivate myself further at school and in my sport.

Gabija Grybauskaite (10E)

I was taken by surprise when Boris announced a second school closure due to another national lockdown. When I found out that I would be able to attend school, it gave me a sense of relief, as I knew I would have support during these difficult times. During the eight weeks that we were in school, I was able to form friendships with students with whom I might not have necessarily crossed paths in 'normal' school. Over the course of the first lockdown, online learning had become progressively harder and more stressful. The second lockdown was easier as I was in school and had lots of live lessons, but when the 'roadmap' out of lockdown was introduced to the public, I was excited to feel some form of normality again and to get back to learning the way it used to be with all of my friends.

Sam Grears (10L)

When I found out that we were going into another national lockdown, I was excited as we would be getting out of going to school again! However, during the time we were off, I quickly got very bored. I couldn't do anything that I wanted to or that I enjoyed and I missed the routine. I felt that there was nothing to do with my life. During school time, online lessons really helped, although they weren't the same as normal, as I really missed having my friends around me. I did enjoy being able to have a lie in during the week, but my least favourite part was definitely being confined to the house. I was really pleased to come back to school!



LOCKDOWN

EASTER

What does Easter mean for us?

This year, we finish the Spring term on Maundy Thursday (a part of Holy Week). Christians believe this was when Jesus shared his last meal with his disciples before facing death on the cross and resurrection on Easter Sunday. Traditionally, chicken eggs would be hard boiled and then decorated by hand for children to then find as part of an Easter egg hunt on Easter Sunday. Nowadays, it is more customary to gift a chocolate egg to our loved ones instead. The egg represents the Christian idea of Jesus overcoming death/sin and promises people eternal life if they follow the teaching of Jesus.

This half term, Year 7 have been studying the crucifixion and resurrection of Jesus and why over two billion people believe this time of the year is important to Christians all over the world. Just as Jesus enjoyed his last supper with his disciples, many of us may be considering inviting friends and family to have a long awaited first meal in a long time in our gardens, with the partial lifting of COVID-19 lock down restrictions, meaning we can start to regain some normality and see our loved ones face to face, rather than just through a Zoom meeting (which was novel to begin with!). Whatever Easter means for you and your families this year, I wish you all a happy and healthy break.

Miss Houghton
Teacher of Humanities



"Bright Easter Eggs" by mollystevens is licensed under CC BY-SA 2.0



"A Host of Golden Daffodils" by antonychammond is licensed under CC BY-NC-SA 2.0

UNIFORM MATTERS

I wanted to take this opportunity to thank parents/carers for their support in helping to make sure that our uniform standards are upheld as we resume more normal school routines. Many students may have required new uniform following closure and we acknowledge that purchasing items has, inevitably, been more challenging at this time.

In order to maintain high standards, all form tutors will be monitoring uniform on a daily basis and will contact parents if any item(s) of uniform or presentation need changing. As ever, I would be grateful if parents/carers can then support the school in reinforcing this important message at home and supporting any required changes.

If you have questions about uniform or you face particular challenges in buying or acquiring garments please do discuss this with your son's/daughter's form tutor and/or year office team at the earliest opportunity. Our full uniform guidelines remain unchanged and can be found on our website or by following the link below:

<https://springfield.uk.net/images/files/misc/Guidelines.pdf>

Mr J Wilburn, Deputy Headteacher



CAREERS

Year 11 pupils have been given access to a great careers digital platform called Global Bridge. This platform is a modern equivalent of the old 'Record of Achievement'. Pupils have been given a log-in and have been busy building their very own profile which includes their achievements both academic and extra curricular as well as their interests and hobbies. It works in a similar way as 'LinkedIn' whereby employers and educational institutions can view individual profiles prior to any interviews that may take place. This builds a great connection between schools, higher and further education and industry.

Mr Lomas, Head of Enterprise and Personal Development Learning

YEAR 11

I would like to say how pleased we are that all pupils, not only Year 11, are back in school. While live lessons were innovative and enjoyable, face to face teaching is always preferable and the Year 11 pupils have generally settled back well with commitment and intent to do well. The main business of lessons now is for the pupils to work steadily, complete any classwork or assessments set to the very best of their ability and keep providing evidence of their understanding and skills to their teachers.

In the coming weeks there are clear markers that will support the teachers in awarding the grades of the Year 11 pupils. It is important to remember that the grades awarded are based on a holistic judgement of work completed over the course of KS4, not just on one assessment or mock examination result.

- Between the full re-opening of the school on the 8th March and the Easter holidays teachers have been determining gaps in Year 11 pupils' knowledge in order to adjust the curriculum and plan how to address any gaps
- After Easter the examination boards are releasing 'exam support material' that teachers may or may not use according to need
- From Easter, subject teachers will continue to teach subject content and continually assess pupils' progress in order to help ascertain final GCSE grades
- Inset days in May will be primarily used for interim moderation purposes and internal quality assurance processes
- Ofqual have stipulated that GCSE grades will be entered by Friday 18th June so continued teaching of the curriculum and ongoing internal assessment will take place until this time. The government have also made it clear that, because of the time lost during the last year, Year 11 pupils should stay in school as long as possible

In order to give our Year 11 pupils something that will help them make the move to their college courses, we are going to offer a week of sixth form college further study sessions in the week beginning 14th June. Our aim is to offer a mixture of A Level/further education taster sessions, careers signposting advice and possibly some team building activities delivered by The British Army, dependent on availability. The aim is that Year 11 pupils will have a positive and engaging experience studying a range of topics from 'An Introduction to Criminology' to 'A Taster on Psychology' to 'Dissections in Science' and culminating in a Leavers' Assembly. A more detailed programme will be announced once we have confirmation of availability.

I will write to parents again when we have further guidelines and with more information regarding the early weeks of June. Equally, parents can browse the Ofqual website for updates and guidance at <https://www.gov.uk/government/organisations/ofqual>.

Mr W Wharton
Deputy Headteacher

CENSUS COMPETITION

The Geography department ran an interesting competition for pupils this term. They were challenged to create a community campaign to persuade the people in our local area to take part in Census 2021. I was delighted to receive some great entries. Well done to Amelia Fellows, Florence Savory and Maya Turner (8E) who won overall. Thank you to everyone who entered.

Mr Singleton, Teacher of Geography



Census 2021

Audience:

The audience for our campaign is for every adult as jobs and companies need to know where they stand. We need this data to help provide the services we all need including transport, education and healthcare. Without Census it would be much harder to do this. Due to this, every adult needs to fill this form out so we can get the best results for public services.

Theme:

The theme we think is important for our audience is jobs and Businesses. I think this because the ONS needs to know how many people have jobs or if they don't have any jobs and therefore are not earning any money.



Another theme we think is important is the NHS. We think this because if the population is rising each day they will need more hospitals to look after patients. They also need to know how many people have an illness and therefore will need to be treated. They will need more staff to take care of the patients and treat them.



Another theme we think is important for our audience is education. This is important because we need to know how many resources we need for children when they are at school. For example, if the population is rising then there needs to be more classes, resources and staff for children to use to get the best possible education.



Message

The message for our campaign will be to try and get every adult to fill in this form so public services, businesses and jobs will be better for everyone. This is because if we see how many people are using transport then we can do our best to get the right amount of staff and the right amount of trains, busses ect.

Medium

The medium of our campaign will be to take the Census, and improve the public facilities. This will be good because they can count how many people are in a household and can improve public services and businesses.

WHAT'S AT STAKE?

- Billions in federal funds for public education and housing, roads and bridges, and more.
- The number of seats New York City has in Congress.
- Your community. Your voice.

Summary

In conclusion, The census helps us understand what our country needs and what it's likely to need in the future. The information it collects helps plan and fund services in your area. This could include transport, education and healthcare. Charities also use census information to help get the funding they need. So it is so important for you to fill out this census this year!

By Amelia Fellows and Florence Savoury

census 2021

DRAMA OSCARS

Springfield Oscars are awarded for outstanding performance work in Drama lessons. Well done to all our worthy winners. Some of whom have earned a silver badge as they have won their second Oscar. The Oscars winners from the Spring term are shown below:

Mrs Needham, Head of Drama

Year 7

Leading Female - Freyja White (7L)

Best Drama - Nieve Crockett , Evie Mavin and James Reddick (7P)

Year 8

Leading Female - Georgina Dunthorne (8P)

Leading Male - Harry McArthur (8N)

Best Drama - Cleo Fleming and Olivia Pasterfield (8G)

GCSE

Leading Female - Hannah Duffy (silver) (9N)

Best Drama - Ava Griggs (silver) (10S), Caitlin Caulk (10P) and Leonie Betts (10R)

Lockdown Oscars winners:

Year 7

Leading Female - Noemi Royer (7E)

Leading Male - Tim Lehota (7D)

Year 8

Leading Female - Penelope Andriunaviciute (8P)

Leading Male - Jack Darwin (8N)

GCSE

Leading Female - Sienna Moody (10E)



LIFE IN LOCKDOWN

The English department was pleased to run a House short story writing competition in February for Years 7 to 9. The task was to complete a short story with the title 'Life in Lockdown'. Well done to Lekshmi Renjish (7L) who won first prize and 20 House points. The story is published below. Well done also to the two runners up, Isabelle Rowberry and Janeeta Ali (7S), who won 10 House Points

Miss Bicheno and Miss Sillince
English Department

'The day started with all the grim predictability of the one before. And the one before that. Life in lockdown was dull and Sabrina was fed-up with it. She thought back to when the announcement was first made and remembered the contrast between the scruffy blonde hair and the dark hooded eyes of the Prime Minister. He had talked about the importance of staying safe and saving lives and, of course, she hadn't disagreed. Yet, any early excitement she had felt when hearing there would be no school had soon disappeared. She longed for normality! Deep in thought, she considered what to do today... another short walk in the park? Yes, why not? However, at the precise moment that Sabrina closed the front door behind her she noticed an untidily dressed woman with greasy black hair piled into a messy bun tugging along a child of about five wearing two plastic bags knotted around her feet as a weak substitute for shoes. Suddenly, the woman hunched over and started coughing wildly, her chest heaving up and down while she wheezed uncontrollably. The child looked around helplessly, her knotty raven hair loosely swishing frantically side to side. The woman's coughing slowed and came to an abrupt end. She told her daughter to calm down. That she would be fine. She slumped down against the gate leading to Sabrina's garden.

Sabrina watched on at all of this while it happened, her mouth gaping wide open in shock underneath her mask. She was horrified.

In her view, this woman had just coughed up over her garden and was now slumping against HER gate. She wrinkled her nose and squinted her eyes. "Get away from my property, filthy people," she yelled. Startled, the woman and her child jumped up in fright. "I'm so sorry ma'am. Me and my daughter are so exhausted from walking day and night trying to find shelter. It is so hard these days with people fretting about Covid but people like my daughter and me have no choice but to beg for stay. People are slamming their doors on us saying they have no idea what we must be carrying around," said the woman in a frantic hurry. Unexpectedly, the front door swung open and a friendly looking forty year old woman hobbled out onto the path. Sabrina sighed and turned around to face her mother and spoke in a deathly voice that cut through the atmosphere. Sabrina looked at her mother and regretted what she had said. Her mother's face flushed a deep red. She stood up tall and faced her daughter. "Don't talk to anyone like that," said her mother. She searched the road to see who the girl was talking to. She spotted who it was and her face broke into a grin. "Jennie!" said the poorly dressed woman. "Carly!" said the other woman. Two lost friends were united again, both unable to even hug each other. Years had passed and both were living different standards of life.'

Lekshmi Renjish (7L)

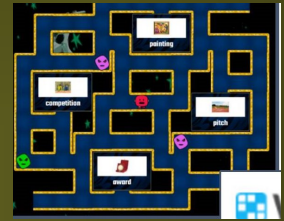
MFL WORK

The Modern Foreign Languages department ran a Year 7 French and German competition where tutor groups in Year 7 participated in either a French or German live lesson. There were a series of challenges to complete to see which tutor group was the best at French and German. There were over 80 students in the French live lesson and 40 in the German live lesson. In the French lesson round 2, pupils had to draw pictures on a digital whiteboard by reading the description in French. The winners who were the most accurate were: First place - Daisy Boswell (7R), Second place - Bobbie (7N) and third place Amelia Gray (7P). In Round 4 of the French lesson, pupils were asked to find something in the house beginning with the letter F in French and show the class on the camera. First place - Edison Mayo (7G) (la fenêtre = window), second place - Adam (7G) (les frites = chips) and third place - Amelia Gray (7P) (la farine = flour)

The tutor groups with the top score in French were 7P and 7G and the tutor group with the top score in German was 7D.

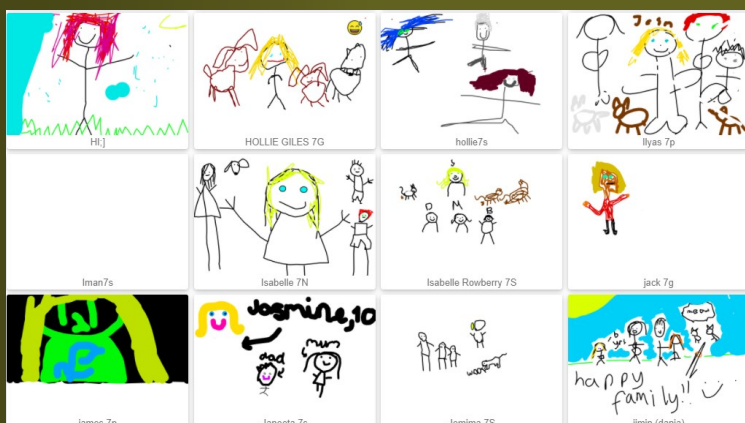
Below are some of the whiteboard drawings produced by pupils. Well done to everyone who participated in this competition.

Miss McDowell, Teacher of MFL



Round 2

Auf dem Foto gibt es zwei Personen, einen Mann und eine Frau. Der Mann ist sehr groß und schlank und die Frau ist klein und dick. Der Mann ist froh aber die Frau ist traurig. Sie sind im Garten und sie stehen neben einem Baum. Der Baum ist auf der rechten Seite. Der Baum ist mittelgroß und grün. Es gibt viele bunte Blumen im Garten. Es gibt auch einen schwarzen Hund neben dem Mann. Ich glaube, dass der Hund böse ist. Die Sonne scheint aber es gibt auch graue Wolken.



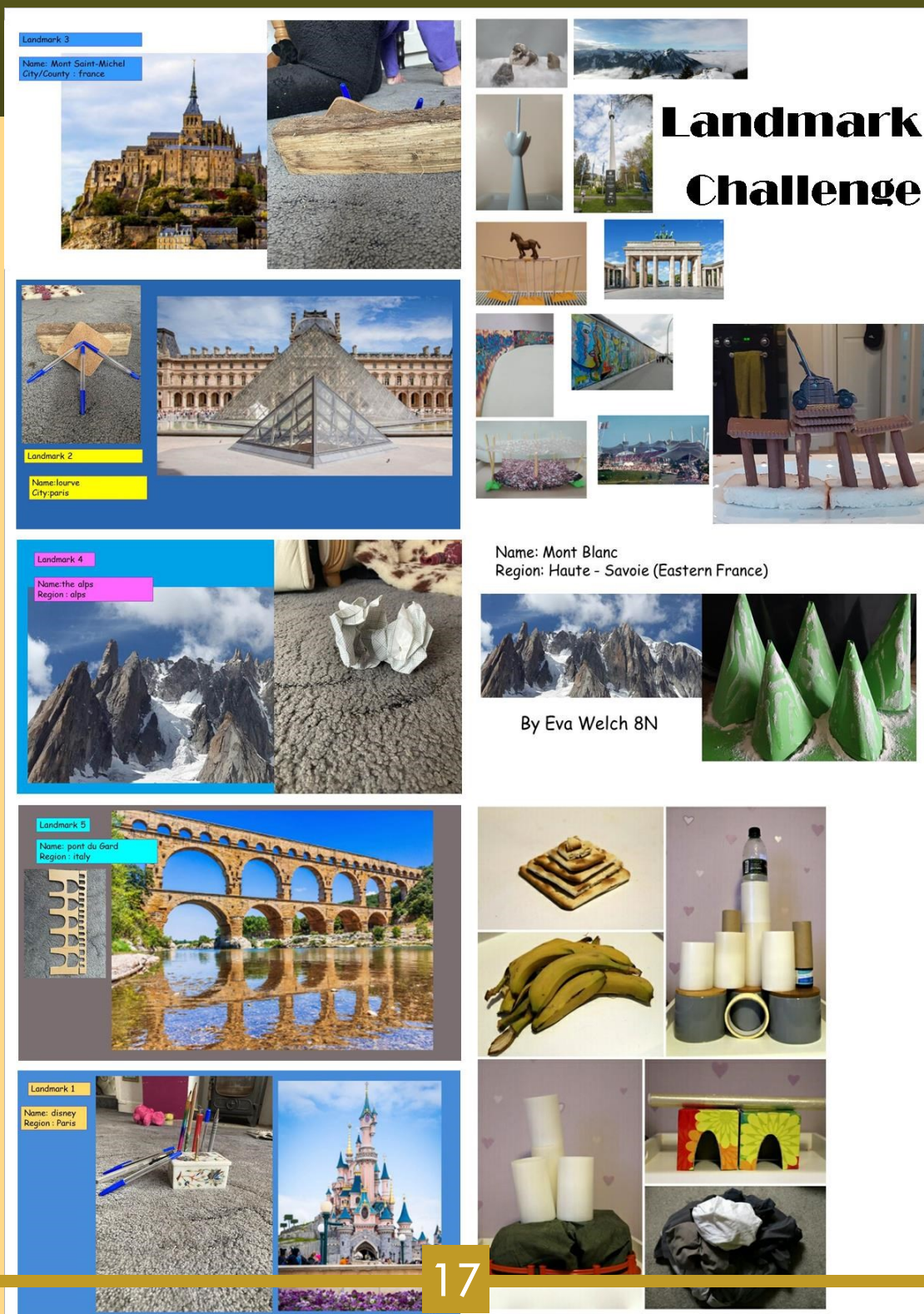
LANDMARK CHALLENGE

The Modern Foreign Languages department were pleased to run a German and French landmark challenge during the February half term. This was an optional competition for Years 7 and 8. Pupils were tasked with recreating a German or French landmark (or both) from materials in the home. We are delighted to announce the winners (pictures of the creative landmarks are shown below also).

German landmark challenge: 1st place: Tim Lehota (7D), 2nd place: Thomas Liles (8D),
3rd place: Finley Wisniak (7D)

French landmark challenge: 1st place: Isabelle Seaton (7N), 2nd place: Eva Welch (8N),
3rd place: Elowen Woodward (7R)

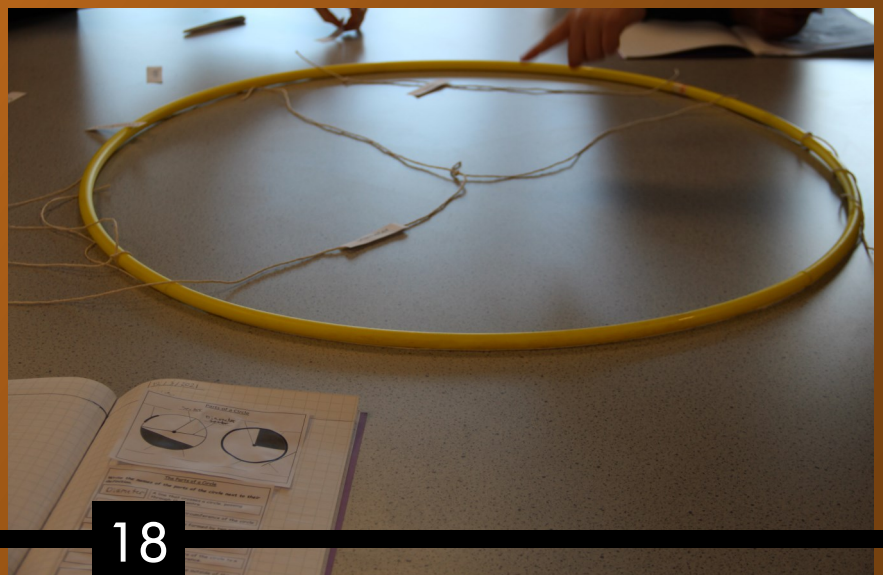
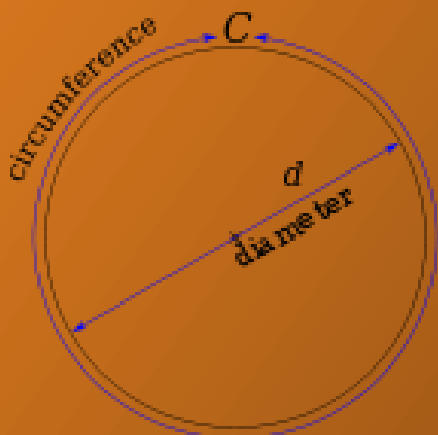
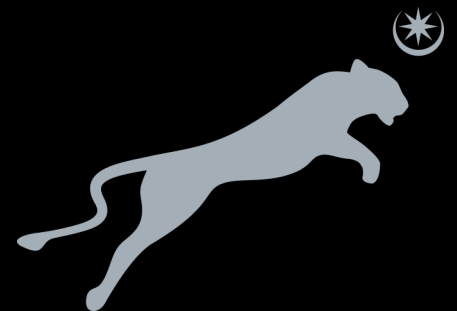
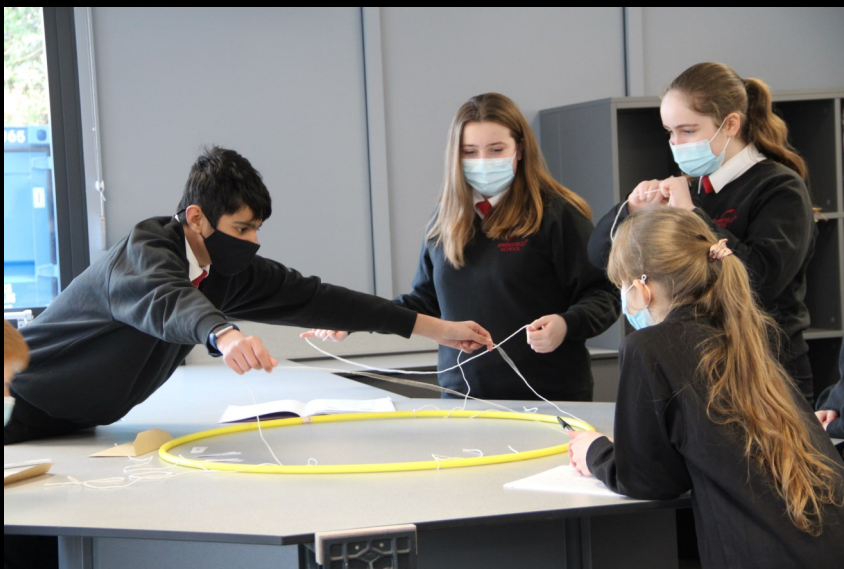
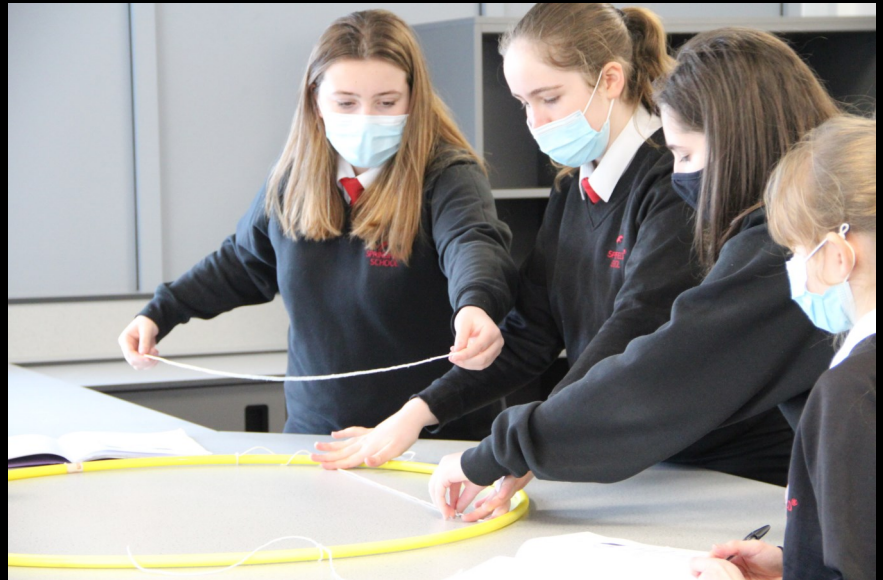
Miss Marlow and Miss McDowell
Teachers of MFL



MATHS PRACTICAL

My Year 8 Maths class learnt about parts of a circle using hula hoops and string! Pupils were challenged to use the string to create a pattern identical to the picture they were given. This involved placing measured pieces of string at various points on a hula hoop. Pupils then had to label the real life model identifying the circumference, tangent, radius and segment. This was a great interactive way to learn.

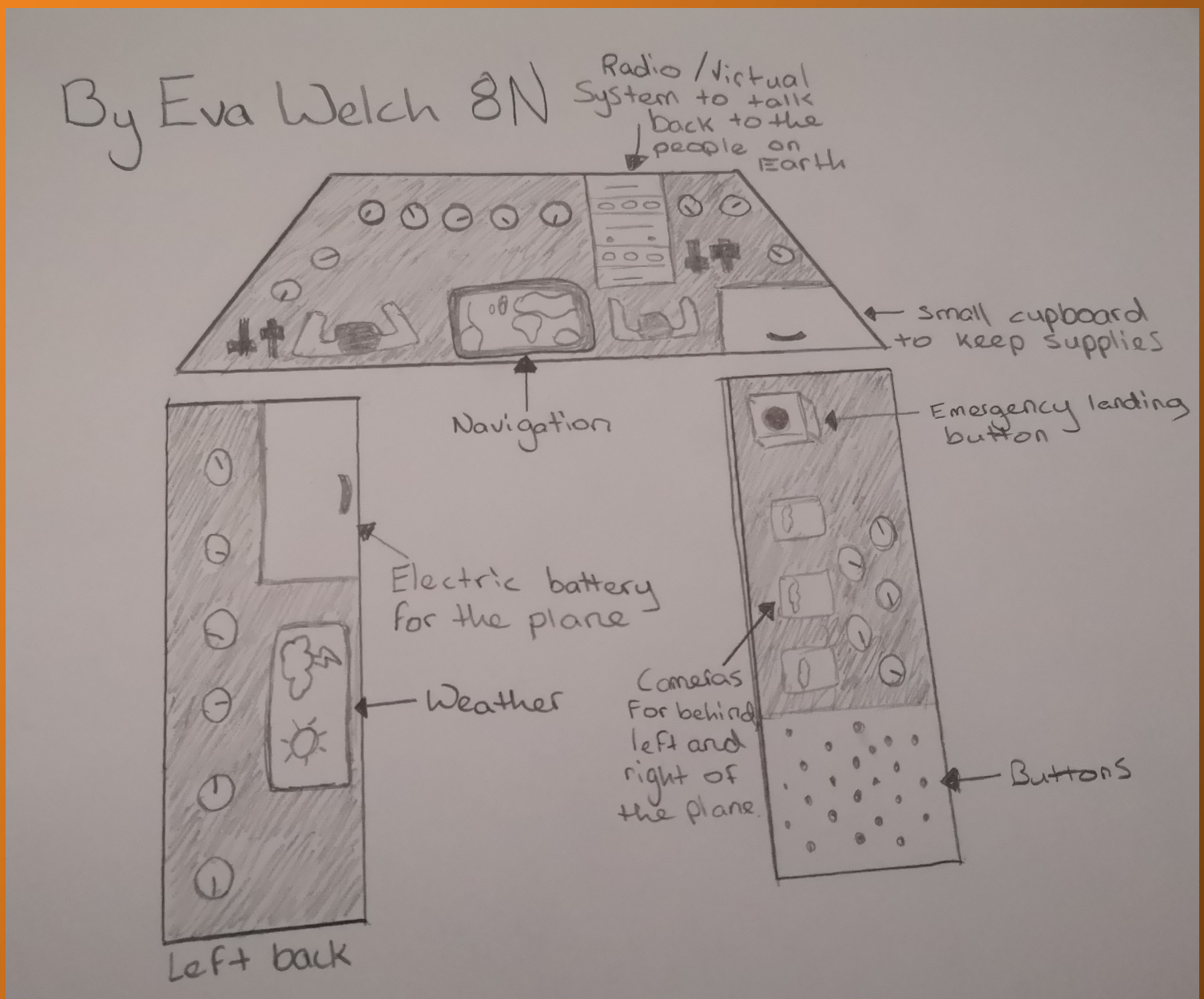
Miss Woolgar, Teacher of Maths



DESIGN A COCKPIT

Pupils were invited to take part in an exciting BAE competition to design the cockpit of their future craft, Tempest aircraft! Entrants were asked to think about the futuristic technology on board, the controls and displays. They were asked to consider how they will talk to other aircraft and Air Traffic Control as well as storage. Thank you to everyone who entered and well done to the winner, Eva Welch (8N), who designed a fantastic cockpit which was very detailed. I am pleased to share it below.

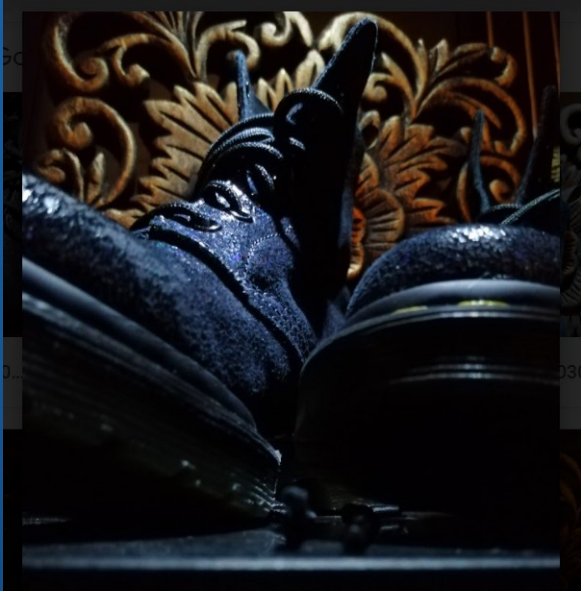
Miss Bryant, Teacher of Science



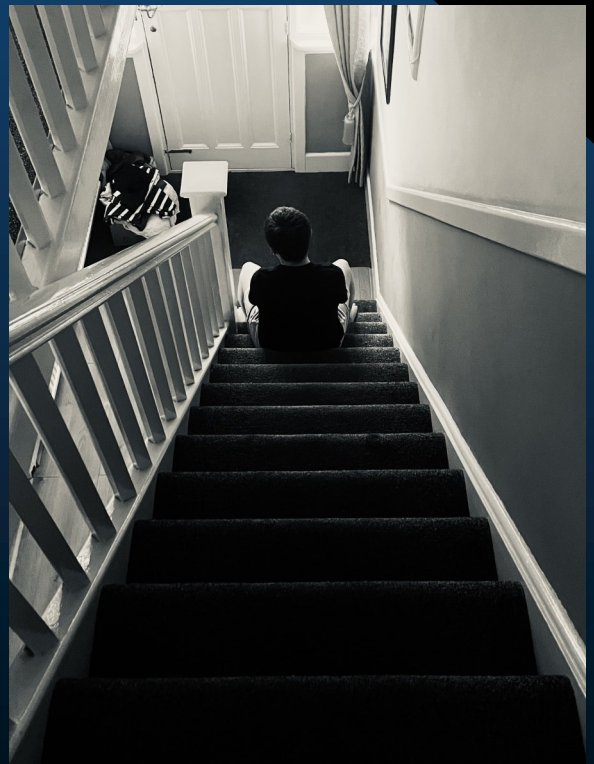
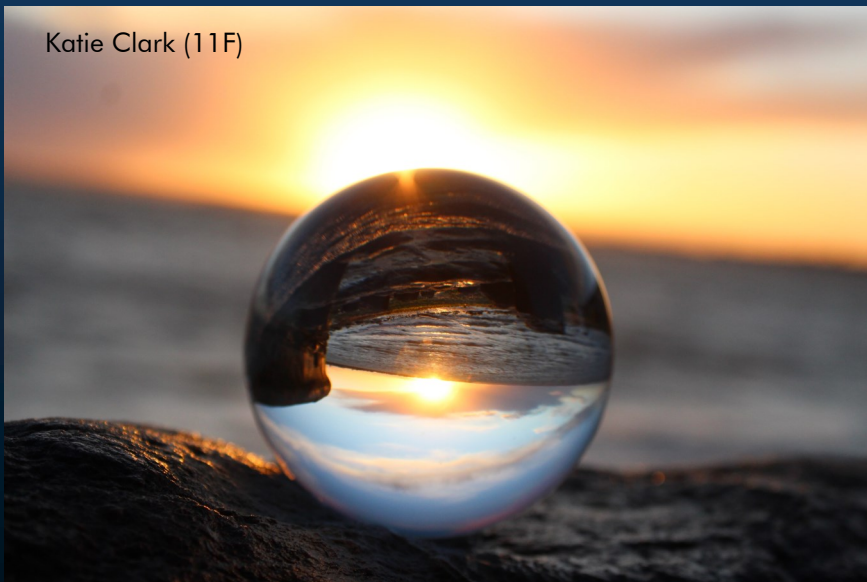
ART AND PHOTOGRAPHY

I am proud to share these great examples of 'leading lines' photographs created by some of our Year 11 GCSE Photography pupils and a superb 'seaside photo' by Katie Clark (11F).

Mr Bogoje, Teacher of Photography and Head of Computing



Katie Clark (11F)



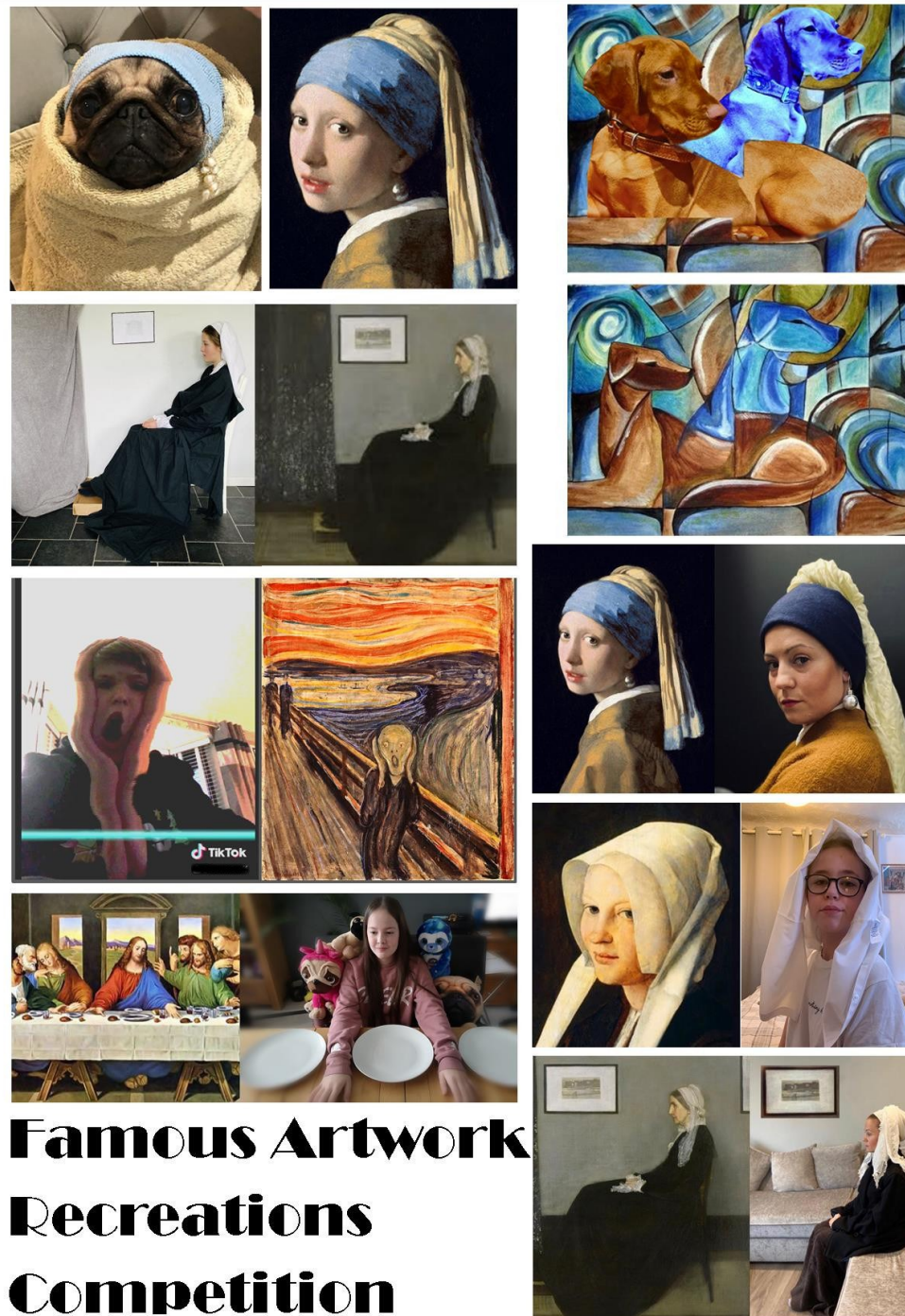
ART RECREATIONS

The Art and Photography department ran an inventive photography challenge this term. Pupils were asked to recreate famous artwork. They were given some examples as ideas and then uploaded their entries to be judged by Mr Toghill, Head of Art and Photography. Well done to everyone who entered. The winners and runners up are listed below along with a montage of some of the fantastic entries.

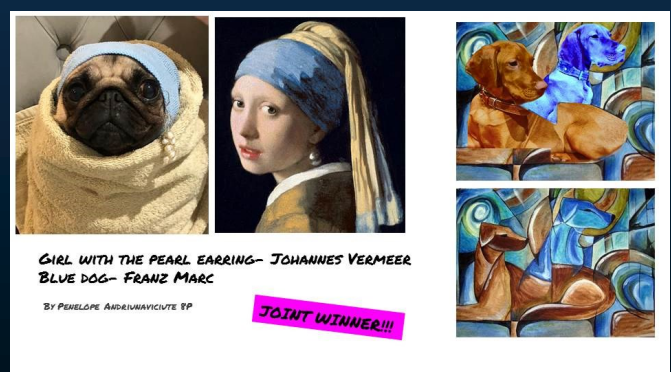
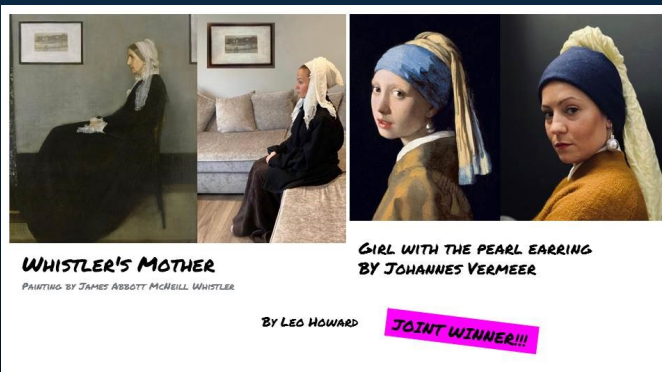
Joint winners: Leo Howard (7P) and Penelope Andriunaviciute (8P)

Runners up: Evie Mavin (7P), Soren Brown (7S), Eva Welch (8N) and Emilia Macgillivray (7G)

Mr Toghill, Head of Art



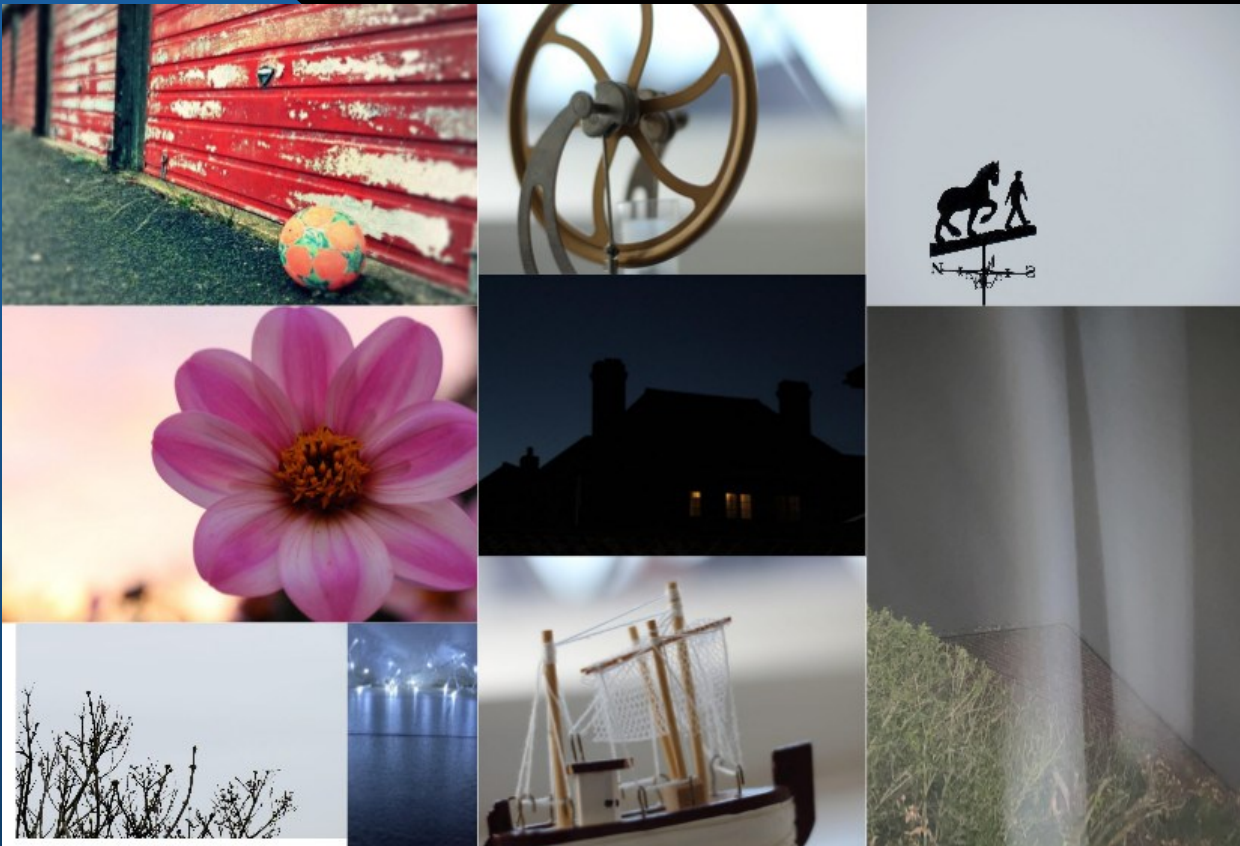
Famous Artwork Recreations Competition



NEGATIVE SPACE

I am pleased to share some images from my Year 11 photography class. The task was to create photos with the theme 'negative space'. Well done to James Blake (11F), Sam Ford (11P), Cerys Lloyd (11S), Annabelle Joyce (11D) and Charlotte Coffin (11E) on some great photos.

Mr Toghill, Head of Art



We would love to hear from you about any achievements or stories of particular interest relating to Springfield pupils. Please email us at: contact@springfield.uk.net



RELIGIOUS STUDIES

A Brief History of India

23/2/21



Descartes was a 17th Century French Philosopher (Skepticism)

- He was very interested in whether we could trust our senses or not
- He devised a series of mind experiments to work out whether we could trust our minds
- He famously arrived at the conclusion 'Cogito ergo sum' = 'I think therefore I am!'

The Ancient Greek philosophers Plato & Aristotle (around 400 BCE) were also interested in whether the world around us was real!

- Plato thought this world was a cheap copy of the perfect world that we would one day be able to experience. (His ideas later heavily influenced the Christian idea of Heaven).
- Aristotle disagreed and thought that the world around us was real and that we needed to use our philosophical minds to explore and uncover the building blocks of reality



Plato & Aristotle



Blind men and an elephant

The Blind Men and the Elephant

- This famous parable originated in the Indian Subcontinent
- The parable is about how our experiences might not be completely true
- This parable demonstrates a long standing philosophical tradition in India that questions the nature of our experiences and reality



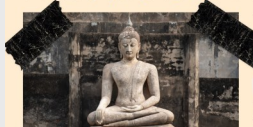
Hinduism & Buddhism have the central teaching that humans are not fully awake to the true nature of reality

- Our senses have limitations and the we cannot base our understanding of reality solely on them
- There is the belief that there is a spiritual sense that can help humans understand reality a bit more. This is symbolised by the Bindi.
- Indian philosophy has a long standing tradition of training the mind and body to see things clearly



A Brief History of India

23/2/21



In order to understand Buddhist philosophy and we must first look at where it came from

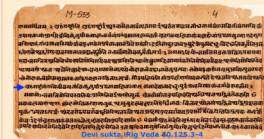
- The Buddha taught in the region of the Ganges Basin in the northeast of India in around 200 BCE
- Brahmanism was the dominant philosophy of India from around 1500 BCE
- Aryans, a prehistoric nomadic type of people that actually lived in parts we now know as Russia, Iran and Turkey, settled in this area around the time that the great Indus Valley Civilisation began to collapse
- This was sophisticated city culture, which existed now is now Pakistan, and dates back to 2500 BCE!
- The Aryans adopted Vedic beliefs and from this comes what was termed in the West as Hinduism



- It's believed that they spoke an ancient Aryan language
- The form of this language spoken in India was known as Sanskrit

- Pali - language associated with Buddhism
- Through early migration to Europe, Sanskrit is linked to Ancient Greek and Latin

- Hitler did adopt the Swastika
- He pursued the idea of what he thought was a pure race, the Aryan Race... He was wrong!
- Arthur De Gobineau misinterpreted some of the texts in the Vedas and thought that the Aryans were a race when in fact it was a group of nomadic people from Turkey, Russia, and Iran
- Hitler misunderstood this and thought they were the earliest European 'white' and 'blond' race. He adopted some of their religious symbols, which is why the Swastika became associated more with Hitler than Hinduism & Buddhism!



- The Aryans adopted much of the religious ideas and rituals that were based around the revelations found in the Vedas
- These are philosophical texts based on 'revealed knowledge' about the true nature and make up of the cosmos, reality, and of human beings

- Veda - translates as 'knowledge' (1500 BCE). Later 3 others Vedas were composed known as the Brahmanas and Upanishads.
- These are the texts that form the basis of all Hindu Religions

- Hinduism isn't actually a religion, it was a title given by the British when they took over India
- Like many languages of India, there are also many religions that follow the central ideas of the Vedas
- So, the Aryans adopted the religious ideas of that time no preserve them
- Many of the practices and rituals have survived to this day, including the sacred fire!



A Brief History of India

23/2/21



There is only one God in Hinduism, and it's not really a God.

- Brahman - ultimate reality/energy
- Manifests into everything - past, present, and future
- Explodes into being, slowly dies, and then is reborn
- Pantheism vs. Panentheism

The Trimurti

The Trimurti are the most worshipped Gods in India.

- They are the most important aspects of creation
- Brahma - Creation - 4 heads
- Vishno - Preserver
- Shiva - Destroyer



Vishno & The Buddha

- The Buddha is also seen as an avatar of Vishno to help people move away from suffering
- So the Buddha appears in Hinduism, but it's important to know that the Buddha himself rejected the Vedic Brahmanism, including the belief in Brahman

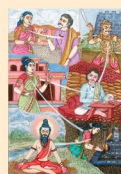


Vishno is popular deity in India because he represents protection and preservation and everyone wants to be protected.

- These are not real Gods but symbols of ideas that exist inside all of us
- Hindus believe that every now and then Brahman manifests a being to rebalance the World if it's in need of it
- The Bhagavad Gita tells a story about one of the avatars of Vishno

We will see that many ideas in Vedic faith actually did carry over into Buddhism, but the Buddha saw a different kind of wisdom in these ideas

- The cycle of samsara - birth, life, death, reincarnation
- Atman - this is being reincarnated
- Dharma - do your duty, create good karma



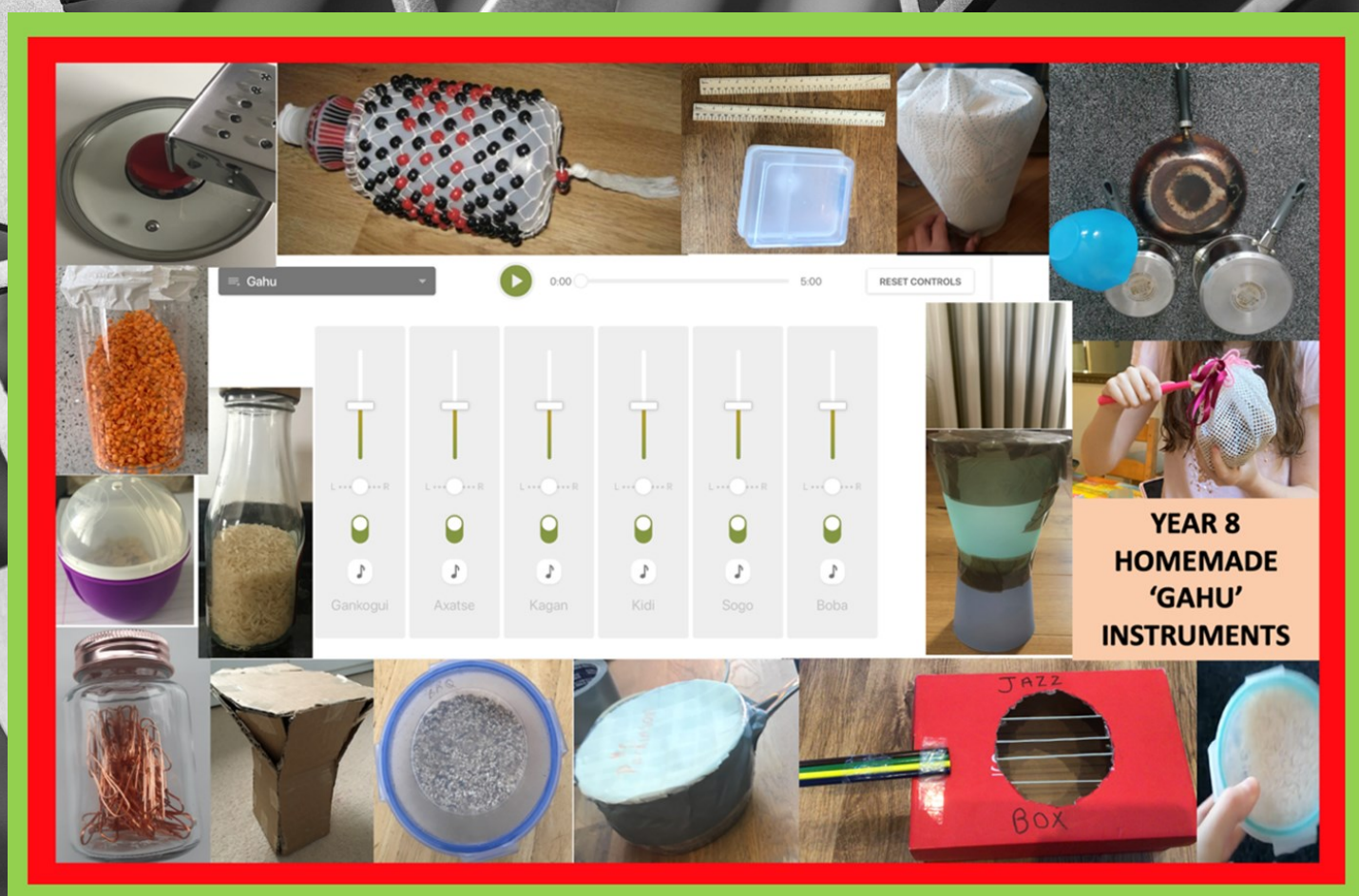
- 2 distinct paths towards spiritual growth emerged: Brahmic & Samana
- The Samanas rejected the Vedas
- Buddhism was seen as a samana movement - but many Brahmic ideas remained
- So the Buddha grew up with these ideas. He contemplated upon these ideas and through his contemplation he found another way: another way to live life, free from duty and ritual; a way to

MUSIC

Year 8 pupils have been learning about West African music this term. They have looked at the instruments and features of this style, and listened to some recreational Gahu drumming music from Ghana. One task led pupils to explore the separate parts of the Gahu ensemble texture by experimenting with an interactive drum mixer.

Pupils also found creative ways to replicate the sounds of the different percussion instruments by using everyday objects found in their homes, and then enjoyed playing along with the music. Here are some pictures of their homemade instruments around the Gahu drumming mixer.

Mrs Latif, Head of Music



PANCAKES

Pancake Competition

My Year 7 and 8 pupils were set skills based cooking challenges to design and make a creative sweet or savoury pancake that uses at least two fruits or vegetables in its design or design and make a 3D pancake object or scene using either sweet or savoury pancakes. Well done to Victoria Clark (7G) and Finley Boswell (7E), Viviane Kamakoue (8E) and Isaac Le Comte (8D) who won the challenges.

Mrs Davé, Teacher of Design and Technology



Finley Boswell



Isaac Le Comte



Viviane Kamakoue

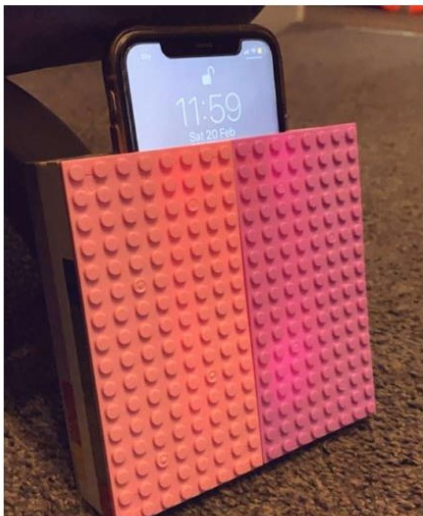
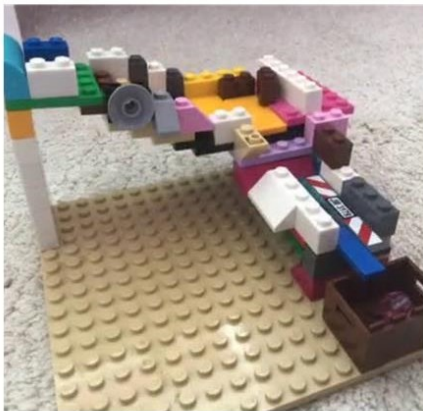


Victoria Clark

DESIGN AND MAKE

I was delighted to receive some great Year 7 and 8 Design and Make Challenge entries after the half term holiday. Pupils were tasked with making anything but only using resources found in the home. They have all done really well and I am very proud of the entries received. I enclose photos of the entries below.

Mrs Allen, Teacher of Design and Technology



Design and Make Challenge



MR DENNETT'S BRAIN TEASER



The answer to last edition's brain teaser:

There is a three digit number. The second digit is four times as big as the third digit, while the first digit is three less than the second digit. What is the number?

141

This edition's brain teaser:

Four years ago, Alex was twice as old as Jake. Four years from now, Jake will be $\frac{3}{4}$ of Alex's age. How old is Alex?



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to follow us on
Facebook and Twitter

SPRINGFIELD CALENDAR

PROFESSIONAL CLOSURE AFTERNOON - WEDNESDAY 12 MAY 2021

PROFESSIONAL CLOSURE DAY - MONDAY 24 MAY 2021

HALF TERM - MONDAY 31 MAY TO SUNDAY 6 JUNE 2021

FIRST DAY OF SUMMER TERM FOR PUPILS - MONDAY 7 JUNE 2021

MAY

Monday 3 May 2021	Bank Holiday Monday
Wednesday 12 May 2021	Professional Closure Afternoon
Wednesday 19 May 2021	HPV Dose 1 Year 8
Thursday 20 May 2021	HPV Dose 2 Year 9
Monday 24 May 2021	Professional Closure Day

Please note all above dates are correct at publication, but could be subject to change.
Please check the website/study planners for up-to-date information.

TRACK AND TRACE Easter (2nd to 7th April 2021)

The school will be closed over the Easter holiday. Should your child test positive for COVID19 over the holiday, please follow all advice from the NHS/Track and Trace service for your child, household members and 'contacts'. (Please note that positive LFD tests must always be confirmed by a PCR test.) Should you be advised that your child was infectious when attending school, please inform the school as soon as possible by telephoning 07999 709188 between 08:45 and 09.15. [Kindly note that this number will be operational for the first six days of the Easter holiday only (2nd to 7th April) and that the school will not respond to text messages.] Where necessary, school staff will make best efforts to identify school based 'proximity contacts' and email those pupils' families with the Public Health England advice for them to self-isolate for 10 days. Generally people are considered to be infectious from 48 hours before the onset of COVID19 symptoms; but we would always advise families to take appropriate medical advice on their circumstances before contacting the school.