



SPRINGFIELD SCHOOL[®] NEWS



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February 2021 Issue

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Valentine's Day

Year 7 pupils Aydeen Gaawo (7R) and Joshua Webb (7G) have been researching Valentine's Day and what it means in a broader context especially during the COVID19 pandemic. Their article can be found on page 2.



Pictured above Aydeen and Joshua with the presentations they created.



When is Valentines Day?

Valentines Day is on the 14th February

Why do we celebrate it ?

Its celebrated for everyone to show love and it is about romance.

Who was Saint Valentine and what did he do ?
He was a Roman Priest. He also was a physician.

What are the different types of love?

- **Philia** — Affectionate Love. Philia is love without romantic attraction and occurs between friends or family members
- **Pragma** — Enduring Love
- **Storge** — Familiar Love
- **Eros** — Romantic Love
- **Ludus** — Playful Love
- **Mania** — Obsessive Love
- **Philautia** — Self Love
- **Agape** — Selfless Love



Why is love very important at the moment?

It helps us get through tough times and drives us on. It inspires us to be better and makes us care for other people.

How can we show love and support to others?

Surprise them with an unexpected telephone call. Give them a hug (when safe to do so). Express your empathy. Write them a letter.

Valentine's day

By Aydeen Gaawo

What is Valentine's?

Valentine's (or saint valentine) is when we share our love and to show we have feelings for each other. It is on Sunday 14 February.

Why do we celebrate it

A pagan fertility ritual was held in February each year and the Pope abolished this festival and proclaimed 14 February Saint Valentine's Day, thus establishing this feast day on the Catholic Calendar of Saints.

The poet Chaucer in the Middle Ages was the first to link St Valentine with romantic love.

What are the different types of love?

- Pragma — Enduring Love
- Storge — Familiar Love
- Eros — Romantic Love
- Ludus — Playful Love
- Mania — Obsessive Love
- Philautia — Self Love
- Agape — Selfless Love

St valentines day

By joshua webb

Happy Valentine's Day!

St v day.

Every year on February 14th, lovers from around the globe exchange chocolate, flowers and lavish. These gifts are to celebrate the big day.

Happy Valentine's Day!

Association love.

At the end of the 5th century, the Roman Pope declared the date February 14th Saint Valentine's Day.

Happy Valentine's Day

The first valentine

The first valentine was sent in the 15th century. People started to exchange letters towards lovers and friends.

Happy Valentine's Day!



FROM THE HEADTEACHER

It's hard to believe that almost six weeks have passed since the Prime Minister announced that we would be returning to a period of national lock down and that, sadly, our school would therefore need to close its site temporarily to the majority of our pupils, it being safer for all for them to work from home. While speculation continues as to whether and how schools in England might reopen from 8 March, the fact remains that at the present time neither school staff, pupils nor their families know for certain for what to plan. I can hear the voice of one of my own teachers quoting Pliny's "In these matters, the only certainty is that nothing is certain" and explaining from where the quote was believed to originate – a salutary reminder, given that the lesson would have been in the mid-1980s, of quite how lasting the words of a good teacher can be! They certainly seem to be more relevant now.

I have again been impressed by the agility and resolve shown by our pupils and the broader school community as they have adapted to this latest change. We recognise that it is not easy to work and learn remotely and we all miss the social interactions and 'buzz' that comes from being around friends and colleagues at school. While I know that pupils are finding novel ways to stay in touch with each other and joining in with their live

lessons and tutor group sessions, it is evidently not the same as learning together in the classroom. I continue to be impressed, however, by the resilience being shown by our young people – whether working at home or as part of the school's on-site provision. It has been a delight over recent weeks to receive nominations from teachers for pupils whose work has been worthy of a Headteacher's E-Award. I have seen some outstanding work varying in nature from detailed drawings from art, original poetry from English, thorough and well-presented research on the verb 'avoir' from MFL, not to mention the 'squashed tomato' transportation project in design and technology! A sincere well done to all of the pupils who are doing their best to engage with and enjoy their learning tasks in this challenging time. Keep it up!

Mr Wharton writes about this year's GCSE on page 23; our advice to the Year 11 pupils, as it is to all pupils, is to ensure they keep up with their work as best as they can and to try to stick to a school day routine. Whatever system of assessment is decided upon, engagement now will support their understanding and put them in a much stronger position when they return to school. Sincere thanks to those parents/carers who have been sending in messages of thanks

and support to the staff during this period; your feedback has very much been appreciated. In particular, it has been encouraging to hear how much the pupils are benefiting from the live and interactive lessons that have been available. It would seem that some of the grown-ups are listening in and I'm aware of a number of parents who have wanted to get involved with answering the teachers' questions and completing design projects set! One pupil's grandmother it would seem, is also contemplating sitting GCSEs based on what she's been overhearing! Mrs Robertson has sent out a survey recently to pupils and parents seeking their feedback and we look forward to reviewing your responses in due course. Thanks also to parents and siblings for encouraging and supporting our pupils in their remote

learning – we know that this is never easy, and certainly not so in the current context.

We hope it will not be too long before we can start to 'reopen' again, but will need to wait and see as to what plans are announced. Please be assured that we will write to families as soon as we have further information from the Government. In the meantime, despite the current anxieties and restrictions, I hope that our pupils and the wider community can find some time to enjoy themselves and relax during the half term break.

With kind regards

Ms S F Spivey
CEO, Headteacher



HOUSE NEWS

Your House Is Your Community!

It has been a surreal start to the New Year, but one thing that always remains a constant are Springfield's half-termly House competitions!

During this most recent period of closure I have been delighted that the House system has been able to provide much needed competitions, activities and an additional sense of 'remote community'. I would like to congratulate the students who have taken part and thank all the staff who have contributed towards the range of fun challenges on offer.

It is not too late to put in an entry for Mr Toghill's fantastic 'photo competition' which ends on 19th February (please see posts shared via Google classroom for further details).

I know that many of you will have submitted a short story for the 500 word 'Life in Lockdown' challenge. We look forward to seeing the outcomes, hearing the stories and judging the winners! The Modern Foreign Languages team have shared two recent 'creative' challenges including: 'Building a famous French and/or German landmark' with a difference! (see Google Classroom posts for further details before the deadline later this month). Mr Peachment in the PE department continued to keep everyone fit and active

Continued on page 7...

Congratulations to Woolf House who has taken a narrow lead for first place in overall points awarded.



during the recent House week with daily fitness challenges to improve motivation during lockdown and, if all else fails, the Science department have asked pupils to create a futuristic airplane that might be able to time travel us out of this pandemic! I hope that students will use these opportunities (and others) to get away from the screen and do something a bit different. Please do keep an eye out for more competitions to come and ask your Form Tutors if you need further information or help in the meantime.

On page 6 you will see a colour chart showing the latest points totals. As always things remain close. Remember that teachers are still awarding points for good work and engagement in remote live lessons.

The House system reflections below were written by Jag Jethwa, a member of our Local Governing Body and Chair of the Behaviour and Safety Committee:

Some two and half years ago Springfield launched the House system. Named Moore, Woolf, Franklin, Aryton and Constantine, each House has students from Year 7 through to Year 11 and includes staff and Governors alike. The structure gives students an additional sense of belonging within each of their House 'communities'.

Students are given rewards points which are added to the House total, this facilitates competition as each House strives to win an annual House Cup.

After the Houses were set up I spoke to some of the students to see how they felt about the system. From all of the students I spoke to I got very positive feedback. The younger students felt more relaxed and safe, the older students would look after and help the new younger students. Students also like the additional opportunities for leadership that the system provided. Everyone I spoke to said that they really liked being in their respective House. They also became more competitive, especially at the annual Sports Day.

The House leaders continue to provide updates on how they are doing, points wise, against the other Houses by email, newsletter and in the House assemblies.

Mr Wilburn, Deputy Headteacher
Mrs Goldsmith, Head of Achievement (Year 8)
Mr Jethwa, Governor



WELCOME

This term we have welcomed some new members of staff to Springfield. To help you to put names to faces we have compiled some profiles. Let us introduce some of our new colleagues:

Miss Houghton, Teacher of Humanities

Where did you train/work before Springfield?

I completed my teacher training at the University of Chichester so I can teach History, Geography and Religious Studies, all to A Level. I have been teaching for 12 years.

What is your favourite topic to teach?

For History my favourite topic is the industrial revolution. For Geography my favourite topic is rivers and coasts and for Religious Studies my favourite topic is crime and punishment.

What would you like to achieve in a year's time?

In a year's time I would like to achieve a certificate in basic animal first aid as I have a mini Dachshund.

Favourite educational quote:

'We are what we repeatedly do. Excellence then, is not an act, but a habit.'



Mrs Oberman, Teacher of M.F.L.

Where did you train/work before Springfield?

I trained to be a teacher at the University of Portsmouth (but studied also at the University of Osijek and Croatia and South Bank University in London).

What is your favourite topic to teach?

My favourite topic is teaching about people and places in Germany and about different customs.

What would you like to achieve in a year's time?

In a year's time I would like to learn to play the guitar.

Favourite educational quote:

One of my favourite quotes is Albert Einstein's 'Anyone who has never made a mistake has never tried anything new.'



WELCOME TO OUR NEW TRUSTEE

Alison Beane, OBE
Trustee for The De Curci Trust



I am delighted to have been appointed to the Board of The De Curci Trust. I feel privileged to be in a position to support and hopefully add value to the Trust and the fantastic schools associated with it. I believe that my experience in leadership roles in both mainstream and special schools will complement the skills and expertise of the Board. I strongly believe that all pupils deserve the very best education possible and that our focus has to be on maximising their life chances and ensuring that the progress of the disadvantaged is accelerated. Hence many years of supporting pupils with special educational needs to achieve and thrive.

A little about me. Prior to my retirement in August 2020 I was Executive Headteacher of the Solent Academies Trust in Portsmouth, a Trust consisting of four special schools and the Portsmouth Teaching School Alliance. Three out of the four schools were in challenging circumstances and we worked relentlessly to raise standards so that all pupils could thrive. I got to know The De Curci Trust well through the Teaching School and the special schools outreach work and I look forward to further developing our relationship. I hope to visit all the schools soon in person – that will be a very special day!



CHRISTMAS GUESS THE COLLEAGUE

The challenge was to guess who the pictured Springfield colleagues were.
Here are the answers!

Mrs Norum, Support - Admin & Marketing



Miss Forrest
Teacher of R.S.



Miss Russell
P.A. to
Headteacher



Mr Dennett
Teacher of
Maths



Mrs Williams
Support -
Reception



Mr Lomas
Head of
Enterprise and
PDL



Ms Byerley
Head of Year 7



Mr Singleton
Teacher of
Geography



Mrs Whitelock
Head of
Geography



Ms Spivey
Headteacher



Mr Green
Teacher of
P.E.



Mrs Bolton
Head of English



Mrs Comlay
Technician



Ms Creighton
Head of
Achievement
Year 9



Bonnie



Mr Peachment
Teacher of
P.E. and
Science



Mrs Cripps
LSA



Mrs Millar
Cover and
Examinations
Officer



Mr Toghill
Head of Art



Mr Peters
Teacher of
History

REMOTE LEARNING

Springfield staff have been busy delivering live lessons to pupils in line with the government's expectation regarding remote learning. Staff have found it very rewarding, being able to teach pupils in 'real' time and interact through 'chat' facilities in order to correct any misunderstandings or clarify teaching points.

This unfamiliar way of working is beginning to take hold and pupils, growing in confidence, are more prepared to contribute verbally which is excellent from a teaching point of view. Thanks go to parents for making sure that their children are checking their emails and Google Classrooms so that they can be 'present' at the appropriate time for their normal lessons.

Mr Wharton, Deputy Headteacher



Learning at Home

Top Tips

1



KEEP YOUR ROUTINE

Treat your day as if you're going to school. Get up, take a shower, have breakfast.

2

DE-CLUTTER

Make sure you have a dedicated study space that you keep tidy and free from distractions.



3

FOLLOW YOUR TIMETABLE

The school and your teacher will prepare your lessons, but you need to be ready to log in and complete them



4

TAKE A BREAK

After finishing one lesson, take a five minute break. Make sure you stand up and stretch and take some exercise



5

DO ONE THING AT A TIME

Finish one lesson before moving to the next. Do one assignment before another. Lessen multitasking.



6

BE ORGANISED

Take notes to help you remember lessons as you watch them. Make folders for different subjects and topics



POSTURE MATTERS

Why good posture matters?

Are you feeling aches and pains from sitting down all day? If you answered yes then the good news is you can relieve those aches and pains and improve your posture with a few simple exercises. Use the exercises shown three or more times a day to help improve your posture.

Top Tips:

90-90-90 rule

Elbows, hips and knees should be 90 degrees wherever possible

Encourage frequent breaks

Take a quick walk

Stretch regularly

Stand up and walk around

Stay active

Try some yoga, Tai Chi or strength workouts

Miss Woolgar, Teacher of P.E.

3-5 seconds for 5 reps



SCREEN BREAKS

Healthy Habits: Screen Time

With the increased necessity for 'screen time' I wanted to draw parents' and students' attention to some simple techniques which may help reduce any negative health impact.

The impact on our health of spending extended periods of time in front of screens is well documented and in some cases can lead to eyesight problems (short-sightedness), headaches, fatigue and other health concerns like inability to sleep.

Simple advice to reduce the negative impact includes:

Taking regular breaks:

- ♦ An eye health charity is recommending people learn the "20-20-20" rule to protect their sight, as lockdown has increased people's time using screens.
- ♦ 'Fight for Sight' advises looking at something 20 feet (approximately 7metres) away for 20 seconds, every 20 minutes you look at a screen.
- ♦ Finding time each day for activities outside the house and away from the screen.
- ♦ If you are watching a film or TV programme watch it on a TV at the opposite side of the room.
- ♦ Avoid looking at screens (blue light) for at least 30 minutes before going to bed.

If you do have concerns about any screen or sight related health condition please make sure that you do contact your local Optician or GP.

Mr Wilburn, Deputy Headteacher



Don't forget
to follow us on
Facebook and Twitter

Google Classroom

Navigating the Classroom

Once inside Classroom, you will see all of your child's classes. This is the 'stream', and provides access to any messages left for the class by the teacher. It also shows what work has been set, with the most recent tasks listed first.

The screenshot shows the Google Classroom interface for a class named '9VW1 French'. The interface includes a top navigation bar with a hamburger menu (1), a class name (2), a 'Stream' tab (5), 'Classwork' (6), and 'People' (7) tabs. On the right, there are icons for a grid of apps (3) and a user profile (4). The main content area shows the class name (9VW1 French) and a banner image. Below the banner, there is a section for 'Upcoming' assignments (8) and a button to 'Announce something to your class' (9). The bottom section contains a list of numbered callouts explaining the interface elements.

1 Drop down menu to all classes and 'to do list'	6 Drop down menu to all classes
2 Announcements page	7 Assignments
3 'Waffle' - links to Google Apps	8 Upcoming assignments
4 Your child's account	9 Updates from the teacher
5 Announcements and assignments as they are posted	

In the 'Classwork' section, students can access the work set for them by their teacher.

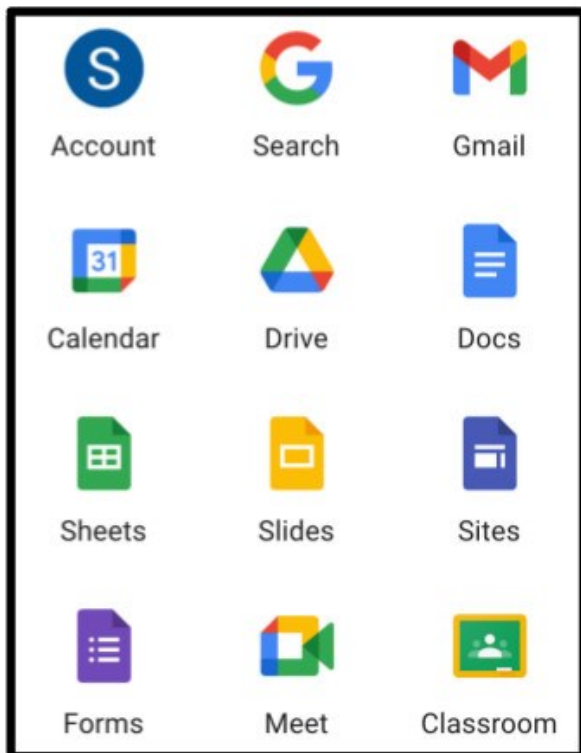
1) On the Classwork tab, find the assignment you need to complete and click/tap it to expand and show the task. If it is a new task, it will be blue. Completed tasks turn grey.

2) Click on 'view assignment' to get more information and to open any files attached. The due date is shown in the top right corner.

4) The assignment status is under the due date. Assigned – _set by the teacher but it hasn't been handed in or completed or handed in by the pupil. Turned in – pupil has completed the work and sent it to the teacher.

Google Classroom

Navigating the Classroom



The Google Suite of Products

Clicking on the nine dots (also referred to as the 'waffle') in the top right-hand corner of the page will reveal the Google Suite of Products your child has access to.

The Drive is the cloud where your child's documents will be automatically saved.

Docs is equivalent to Word

Google Slides is equivalent to PowerPoint

Teachers will also set work in Google Forms in the form of quizzes and worksheets

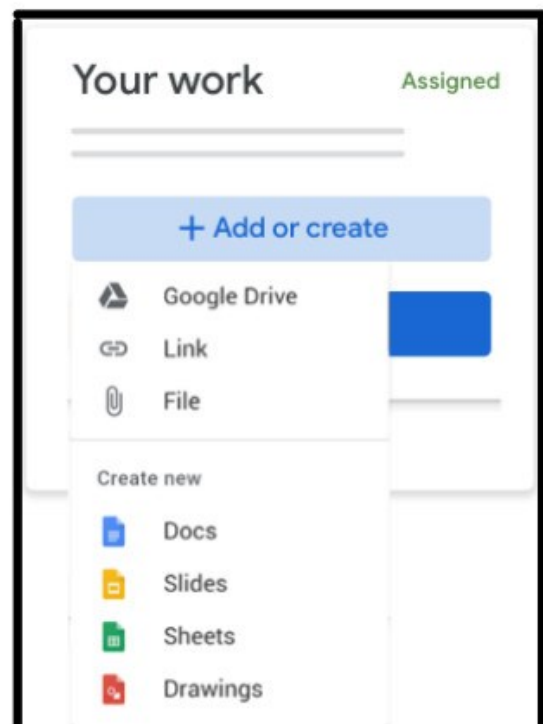
If students are accessing the Google Suite from a smartphone or tablet, downloading the free apps, which are available in both Android and IOS versions is a very good idea. It will help to make access easier.

How do students turn in a Google Classroom assignment?

With the assignments list displayed select or tap either '+ Add Or Create' in a desktop browser, or '+ Add Attachment' in the mobile apps.

Select the assignment from the View My Work list, choose View Details, then choose '+ Add Or Create', or '+ Add Attachment' and select an option. Select a file, link, photo, or document, as appropriate. Repeat the process as needed for as many items as the assignment requires.

Students may also add private comments that the teacher will receive. 'Select Turn 'In to complete the assignment.



KEEP READING

The third Monday in January is often referred to as 'Blue Monday', supposedly the most depressing day of the year! However, the online resource 'The Day' raises awareness that the same date is also known as Martin Luther King Day, using civil rights as its Theme of the Week. It also redresses the balance with other interesting articles, including the headline 'Found! Light at the end of the tunnel'. This highlights whether the week ahead could mark a positive change for the world, referring to the Covid vaccine roll out; the inauguration of a new president in America and better news for climate change as China pledges to become carbon neutral by 2060.

'The Day' enables readers to keep up to date with the latest significant news events from around the world through its coverage of topical concerns and sensitive handling of challenging issues. In an era when it can be difficult to distinguish between reality and fake news, 'The Day' aims to report the truth with balance and reason in carefully researched articles which are informative and thought-provoking. It has features under all the National Curriculum headings and a Search Box to access an archive of hundreds of relevant stories, in addition to covering topics such as climate, conflict, technology and society. It even has a weekly quiz and is well worth checking out during lockdown using the link on the Springfield VLE.

In other good news, in addition to the existing ebook provision from the School Library Service, pupils in England will be able to have free access to books online via a virtual library on the internet classroom Oak National Academy. This was set up with the National Literacy Trust and is aimed at increasing access to e-books and audio books, providing a book by a featured author each week. The first of these books is 'The Story of Tracy Beaker' by popular author Jaqueline Wilson and has been available to access free from 17th January 2021.

<https://library.thenational.academy>

Mrs Williams, Librarian



SHAPING PORTSMOUTH

Portsmouth City Council's Shaping Portsmouth Conference 2021 was held 'remotely' on Friday 29th January 2021. I was delighted to be invited to be on the final panel of the day, looking at Education, led by Shaping's Director for Education and Managing Director of Unloc, Hayden Taylor. This panel focused on engaging employers in the conversation about skills during and after COVID-19, and how they can support young people to navigate career pathways in the 'new normal'. I was chosen to give a teacher's view and discussed a careers project that I am currently leading called the Employer Engagement Project. This is an ongoing project which we are part way through. I was pleased to have been asked to participate and share a Springfield teacher's views about how to support pupils entering into careers successfully post COVID-19.

Mr Lomas, Head of Enterprise and Personal Development



THANK YOU

A huge thank you to local company Window Warehouse who donated three laptops to Springfield in February. Window Warehouse made the donation as part of their commitment to helping the local community. They are also offering to print any school resources we need. Thank you to Window Warehouse for your support. We have also gratefully received a number of tablet and laptop donations from local residents over the last few weeks which will also be put to good use. Thank you to the local community who are supporting the school.

Mrs Norum, Support - Marketing and Administration

GET IN TOUCH

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



LATERAL FLOW TESTS

Sincere thanks to those Springfield colleagues who volunteered to support the roll out of lateral flow device tests on site this term. Families will be aware of the Government expectation that pupils (those attending site only) would be offered two tests (within a five day period) and staff offered tests on an ongoing weekly basis.

At this point the Government has not shared further information regarding the use of lateral flow device tests when pupils hopefully start to return to school next month. Testing over 1000 children provides considerably more significant logistical challenges than testing only those who are on site at present! We will update families as soon as we have further information.

If you would like to know more about lateral flow device testing at Springfield, please visit our website: <https://springfield.uk.net/index.php/school-life/coronavirus-information/test-menu-item>

Hampshire and Isle of Wight COVID-19 Saliva Testing Programme

We are also currently working with Portsmouth City Council and the University of Southampton to introduce an alternative method of asymptomatic COVID-19 Testing at school which uses saliva testing instead of nose/throat swabs (as is the case for lateral flow devices). This would, we believe, be a more sustainable and less invasive method for testing the school community. The school has been invited to be part of phase 2 of the programme; we are waiting to hear when a start date might be. Again, we will write to families with more information as soon as details are confirmed.

Ms Spivey, CEO, Headteacher



Our bespoke sample holders created by our Design Technology Technician Mr Stoner using biodegradable plastic on our 3D printer.



Mrs Evans, School Nurse prepping equipment in the testing centre.

GCSEs

Year 11 pupils and their parents and teachers are eagerly waiting to hear the outcome of the Government's consultation regarding the awarding of GCSE grades in the summer of 2021. Ofqual put out a series of consultation points in the middle of January with the deadline of 29th January for responses. At the time of writing, no firm decisions have been made but news about exactly how GCSE grades will be decided should be imminent.

I wrote to parents just ahead of the consultation and what I said then is still relevant to Year 11 pupils. While we wait to have a clear sense of the processes to take in the awarding of GCSE grades, it is important that all Year 11 pupils continue to attend the live lessons on offer by the school and complete the work set. Parents will notice, from the proposals, that one of the Secretary of State for Education's aims is that grades are given as late as possible to ensure that a breadth and depth of evidence has been gathered. It is important, therefore, that pupils continue to work steadily and conscientiously during this period of national lockdown.

Mr Wharton
Deputy Headteacher



PUPIL WORK

Well done to George Yates (7R) who persevered and achieved his top score of 100% on Hegarty Maths.



Well done to James King (7R) for creating this great perspective design.

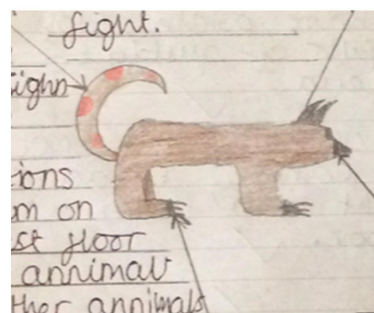
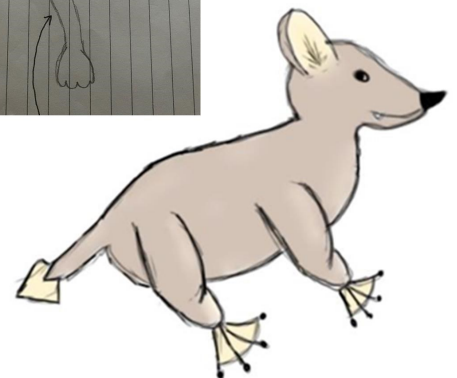
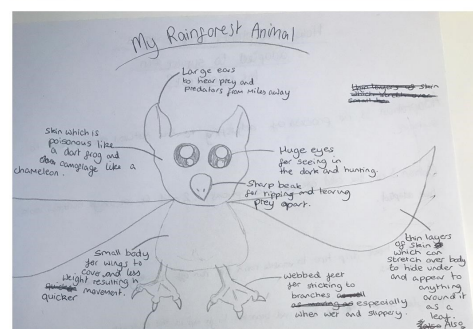
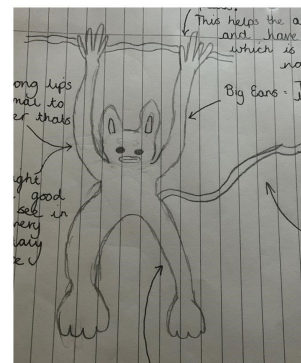
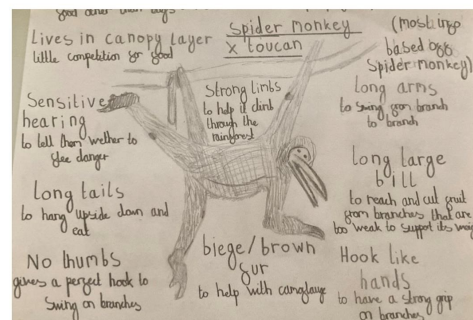
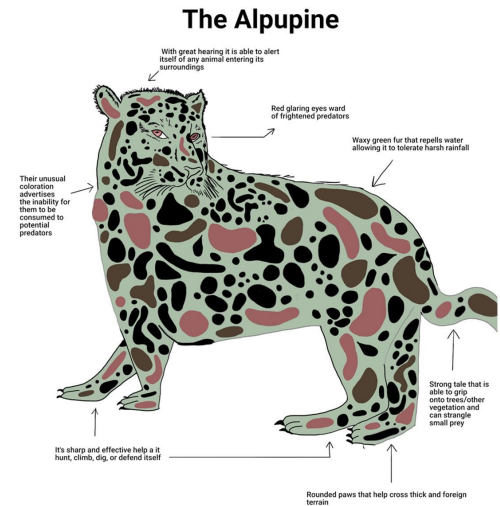
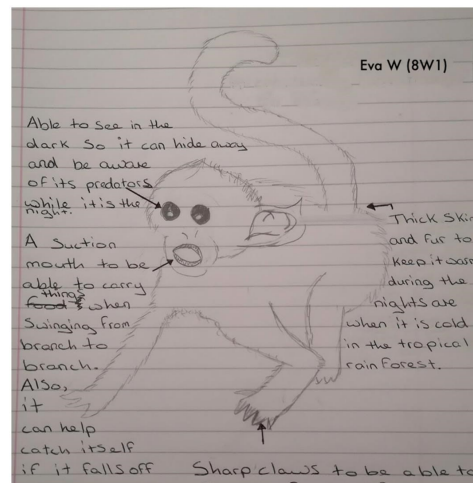
GEOGRAPHY

Year 8 have been working on examples of animal adaptation in Geography this term. They were asked to design an animal adapted to live in the tropical rainforest.

We are pleased to share some of the designs by:

Eva Welch (8N),
Alicia Ormston (8F),
Imogen Likely (8D),
Joshua Hackney (8P),
Lexi Butler-Waite (8L),
Maisie King (8E),
Penelope
Andriunaviciute (8P)
and Tayrn Miah (8G)

Mrs Parker, Head of R.S.



ART & PHOTOGRAPHY

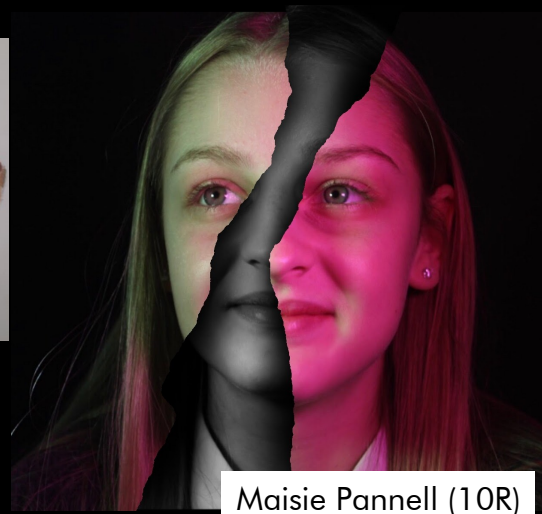
We are pleased to share some of the fantastic pieces of art and photography produced by Springfield pupils during the last half term:



Penelope Andriunaviciute (8P)



Ruby Rudman (8R)



Maisie Pannell (10R)



Katie Clark (11F)

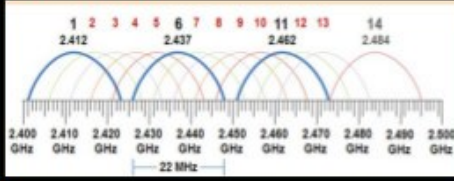


Year 9 Art Work

COMPUTER SCIENCE

I am delighted to share a piece of work by Year 11 pupil Samuel Shute. It is an excellent summary sheet about WiFi for GCSE Computer Science.

Miss Rudd, Teacher of Computer Science and I.T.

WiFi Channels:	
<p><u>What is WiFi?</u></p> <p>The name for the IEEE 802.11 standard, which is a wireless technology used to connect devices to a network, and allow them to communicate. WiFi uses radio waves to transmit this data.</p> <p>A Wireless Access Point (WAP) is required to transmit the radio waves between devices, and to allow devices to wirelessly connect to a network.</p>	<p><u>How does WiFi work?</u></p> <p>WiFi works by breaking down data into radio waves, which are transmitted wirelessly across different frequency bands to get to their destination.</p> <p>The radio waves are sent to your router, and are then sent across the internet to their destination, being transmitted (sent along) by different routers (packet switching by TCP / IP - packets are small pieces of data, transmitted across the internet as radio waves).</p>
<p><u>What is WiFi frequency?</u></p> <p>WiFi frequency bands are the ranges of radio wave frequencies within the wireless spectrum, that are used to transmit data wirelessly.</p> <p>The two WiFi frequency bands are 5GHz and 2.4GHz, which are split up into WiFi channels.</p>	<p><u>Why are there frequency bands?</u></p> <p>There are different frequency bands (2.4GHz and 5GHz) to help reduce interference between devices, and to give users a choice based on their requirements.</p> <p>They can choose the 2.4GHz band which has a longer range so devices can connect over a wider area, is better at getting through walls / objects, and are supported by older devices.</p> <p>Whereas the 5GHz band provides a greater bandwidth, faster speeds over small distances and reduced interference between devices (more non-overlapping channels).</p>
<p><u>What are WiFi channels and why are they necessary?</u></p> <p>WiFi channels are small (numbered) sections within a frequency band, that cover a small frequency range, over which data is actually transmitted.</p> <p>However, there can be interference between these WiFi channels that are too close to each other, affecting performance - either Co-Channel, where devices are connected to one channel and competing to talk on it, or Adjacent-Channel, where devices on overlapping channels talk over each other.</p> <p>So, there must be many different WiFi channels, to reduce interference between devices on the same frequency band by allowing devices to connect to channels that are spread out far enough so that they don't overlap, meaning there is no interference, and performance is improved.</p>	 <p><u>How can people get the best out of their WiFi?</u></p> <p>People can get the best out of their WiFi by connecting to the WiFi channels 1, 6 or 11. This is because these three channels do not overlap, so if a device connects to each there will be no interference between the devices, improving performance.</p> <p>Explanation: On WiFi frequency bands, channels are usually 20MHz wide, with a 5MHz gap between. But the entire band is only 100MHz, so the 11 channels have to squash into this space, so will overlap. However, channels 1, 6 and 11 are far enough apart so that they do not overlap.</p>



This ring uses a flower aesthetic, that would entice floral-lovers such as myself. I would say that they are mainly aimed towards girls, though it can be worn by anyone. It uses only one kind of flower, so it keeps a simple design. In my opinion, I would sell it for £3-£4. It is small, so I wouldn't pay too much for it myself. Ring sizes would vary, depending on the finger sizes of the buyer. It could be made from acrylic, but it would be difficult to include the flowers, so resin would be easier to use. I would keep this away from children, as they may mistake it for something else and choke on it, it may also get stuck on their fingers if it is not the correct size and they force it on.



These earrings use a crustacean 'aesthetic' - shrimp. They are decorated beautifully, and are symmetrical. I believe that the buyer audience for these would be around mid-teens or young adults. I would make these around £15-£20 as they come in a pair, and are detailed carefully. The dangling faux jewels, may become inconvenient they could tangle in hair or get attached to clothing. They would look pretty if hung up by a window that had sun shine through, as they would reflect the light. It would be safer to keep these away from children, as they are small enough to be choked on when mishandled.



This apple necklace, is made from acrylic. It is based off the poisoned apple from Snow White, meaning that it leans towards a younger audience. Personally, I would sell it for £6 or £7, as it includes the chain as well. It uses bright contrasting colours to stand out, and has a theme of fruits as well as movies. This could be worn on Halloween, but could also be worn casually. If you wouldn't wear it as a necklace, you could also use it as decoration by hanging it on a wall or a jewelry stand. Due to the fact that this is made from acrylic, it can be broken down and reused. The chain, if removed, could also be reused on another necklace or charm. Children would be safe with this as it is too hard to bite through, and too large to swallow.



This design is from a Persona game, and is the main symbol used for the main group. This badge is aimed towards anyone, particularly the ones who have played the game. It's design only consists of 3 colours, and is quite simple. The design stands out, and can be used for display. It can be worn on jackets, shirts or even bags. It can be made from acrylic or, most possibly, metal. It has a high choking hazard, so it needs to be kept away from little children. I would sell this for £7-£8, though personally, I would spend more on it just because I love the design.



With a pink floral design, I would mainly aim this snake chain bracelet at older women, or younger teens. For price, I would label it as £10 to £15, as the charms can be removed and replaced. For the charms, I would pay at least £4-£5 each, as they include very intricate designs and floral patterns. Resin or acrylic is used to make some of these charms, whilst a metal is used for the rest. Like I aforementioned, it could be either worn as a bracelet, or used for decoration by being hung up on a stand or a wall.



In my previous slides, there is a slight aesthetic of skeletons, hence why I chose this design. The design is cute and are suitable for anybody, as they consist of a neutral colour, and don't seemed to be aimed at any target audience. I would sell these for £8-£10, as they would be quite small. Children would have to be kept away from them, as they have a major choking hazard. These could be slipped onto a chain, and worn on a necklace or a bracelet.

04/01/2021

Product Models



These are all products that I have created from epoxy resin. There is a bracelet, necklace, earrings and many opportunities for other products such as badges, ring adornments or cufflinks.

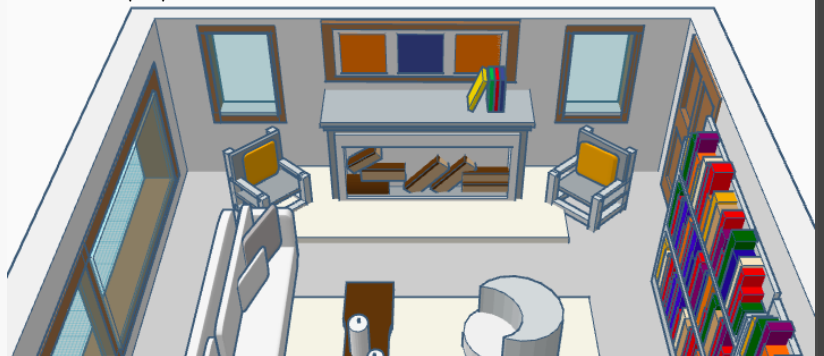
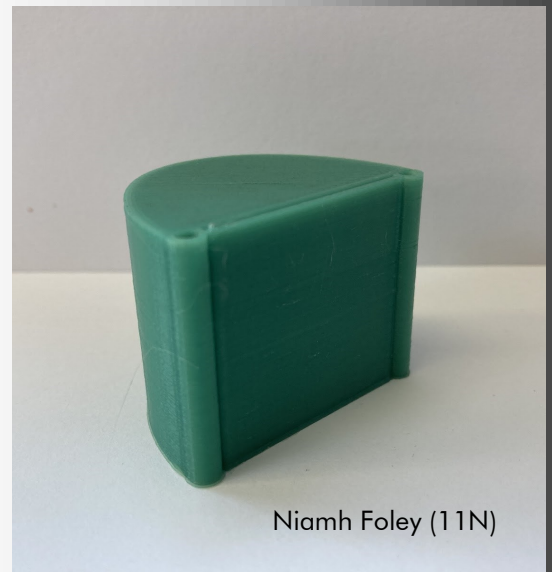


3D FROM HOME

During this recent closure Design Technology students across the age range have taken full advantage of modern technology to manufacture their design models using a technique called 'rapid prototyping' (3D Printing). Having created intricate designs using online 3D software called 'TinkerCAD' (<https://www.tinkercad.com/>) our innovative students have shared the data as special files known as '.STL files' (Stereolithography). This type of electronic data interchange (EDI) allows a design to be created in one place (in this case home) and then shared for manufacture (making) in another (school). This technique is typical of the way the design/manufacture industry operates with many of the products we use being designed in one place and made elsewhere.

The designs below are courtesy of Penelope Andriunaviciute (8P) who designed a 'dream room' interior (the images show the TinkerCAD render and final 3D print). The other two designs show GCSE Product Design models designed by Year 11 students Niamh Foley (Artist's storage unit) and Melissa O'Sullivan (adjustable child's phone/tablet stand).

Mr Wilburn, Deputy Headteacher and Teacher of Design Technology



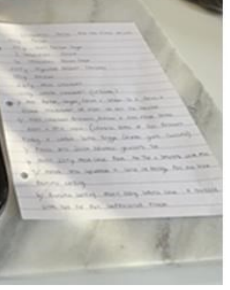
FOOD

Year 7 and 8 have been busy cooking up some tasty treats as part of their food and nutrition Design Technology lessons. Please see some of the fantastic creations below and on page 30.

Mrs Davé, Teacher of Design Technology



Year 7 Chocolate Tiffins



PIC•COLLAGE





Year 8 Lockdown Pizza



MR DENNETT'S BRAIN TEASER

The answer to last edition's brain teaser:

The following shapes equal the numbers
1, 2, 4 and 6

Can you find which symbols match up with which numbers so that these two math problems both work?

$$\begin{array}{r} \text{Green Octagon} \quad \text{Yellow Triangle} \quad \text{Cyan Circle} \\ - \text{Purple Square} \quad \text{Cyan Circle} \quad \text{Cyan Circle} \\ \hline \text{Yellow Triangle} \quad \text{Cyan Circle} \quad 0 \end{array}$$

$$\begin{array}{r} \text{Yellow Triangle} \quad \text{Cyan Circle} \quad \text{Green Octagon} \\ - \text{Cyan Circle} \quad \text{Cyan Circle} \quad \text{Yellow Triangle} \\ \hline \text{Cyan Circle} \quad 0 \quad \text{Purple Square} \end{array}$$


The following shapes equal the numbers
1, 2, 4 and 6

Can you find which symbols match up with which numbers so that these two math problems both work?

$\text{Green Octagon} = 6$
 $\text{Yellow Triangle} = 2$
 $\text{Cyan Circle} = 1$
 $\text{Purple Square} = 4$

This 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?

TRACK AND TRACE Half Term (15th to 19th February)

The school will be closed over the half term holiday. Should your child test positive for COVID 19 over the holiday, please follow all advice from the NHS/Track and Trace service for your child, household members and 'contacts'. 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 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.