



SPRINGFIELD SCHOOL

NEWS



May 2020 Issue

www.springfield.uk.net



Pupils used their creative skills on the VE Day bank holiday to make VE Day - 75th Anniversary posters, cakes, bunting, medals and so much more. We are delighted to share some of the wonderful pictures sent in by pupils. Some of the colourful bunting shown was made by the pupils attending onsite provision at the school.

FROM THE HEADTEACHER

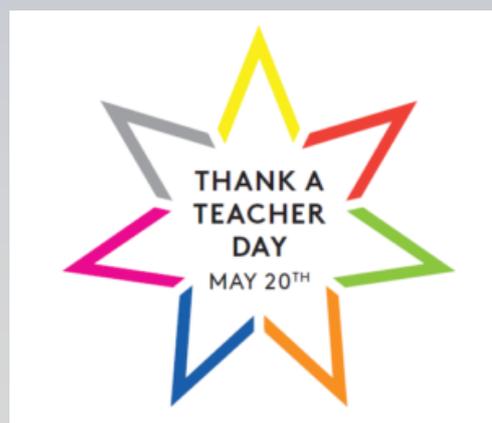
When the Government first required schools to close in March, I do not believe that we had truly envisioned just how long term or complex the changes would be – not only to our normal way of working in school, but also to wider society. Teachers and other school staff have in many cases worked harder than at any point in their professional experience as they have changed their practice to support full time home learning and developed new school systems to support families outside of school, including delivering food parcels and implementing the Government’s free school meals voucher scheme. Despite what is sometimes suggested in the media, schools have never been closed: we have remained open for our most vulnerable children as well as for the children of key workers, including during the school holidays; and we have been content to respond to these challenges on behalf of the community.

Such pressures, of course, have not been unique to the Education Sector and I am mindful that our pupils, parents and carers are all managing significant change and the inevitable anxiety that that frequently brings. That being said, I am impressed every day by the fortitude and optimism demonstrated by Springfield’s pupils as I see examples of the work that they are doing independently at home or on site, respond to teachers’ many requests for e-Headteacher’s Awards to be issued, and learn of their wider efforts to support each other and the wider community. During an assembly this week, our onsite pupils were reflecting on the National Health Service’s ‘5 steps to mental wellbeing’, namely: connect with other people; be physically active; learn new skills; give to others; and pay attention to the present moment (mindfulness).

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

All of them were able to think of how they had been developing themselves in these areas and consider some new personal targets for the future. As a small act of kindness, pupils contemplated who they might like to thank for something they have done for them, and this included their teachers and other school staff. With it being ‘National Thank a Teacher Day’ on 20 May, a number of them resolved to find out more about this event and perhaps send an e-card via the ‘thankateacher’ website. I would encourage all pupils (including grown up ones if they know the contact details of their former school/teacher!) to do the same, as I know what a difference such a small gesture can make, especially in such difficult times.

<https://thankateacher.co.uk/thank-a-teacher-day/>



As families will know, schools are now being asked to take a step forward towards opening to more pupils. This will present yet more challenges; schools are being asked to create a new way of working – a ‘new normal’ – which is neither the same as what we have been doing for the last two months, nor similar to the way of working that was deeply established before the C19 pandemic. It will, we would anticipate, change again over time. You may have heard the Education Secretary Gavin Williamson’s statement on coronavirus on 16 May, during which he explained that schools could start planning for a very limited return to schools for some pupils:

‘If the rates of infection are decreasing, it will give us a green light to get children back into childcare and more of them back into school from 1 June. As part of a cautious phased return, those in Reception, Year 1 and Year 6 will be allowed back into school in smaller class sizes. We are also planning to get some secondary school students back – those in years 10 and 12 – to make sure they have the opportunity to come back to school on a limited basis and have some face to face time with teachers.’

We know how much children benefit from being in school, and look forward to having more of them back on site in due course. However, as I stated in my recent letter to all families, we will only start to phase open the school when we are content that all correct measures can be put in place based on the direction and guidance that we are given and the constraints that we face as a school.

https://springfield.uk.net/images/files/correspondence/recent/Letter_to_all_Parents_re_School_Update_dated_120520.pdf

This is not a straightforward undertaking and, at this point, having reviewed the guidance on the protective measures that are needed, looked at the logistics of timetabling and started consultations with staff and unions, it is not envisioned that Year 10 pupils will be back on site immediately on 01 June (if the Government’s tests are met). I will update families on the plans for any phased return on behalf of Trustees and Governors when these are confirmed; thank you for your patience as the school works through this process. Please continue to check the school’s website and ‘newsfeed’.

I’m aware that many people’s plans for the Whitsun Bank Holiday will have been adversely affected by the current situation, but hope that all members of our community will be able to find the time for some rest and relaxation over the half term period.

With kind regards

Sara Spivey
Headteacher and CEO



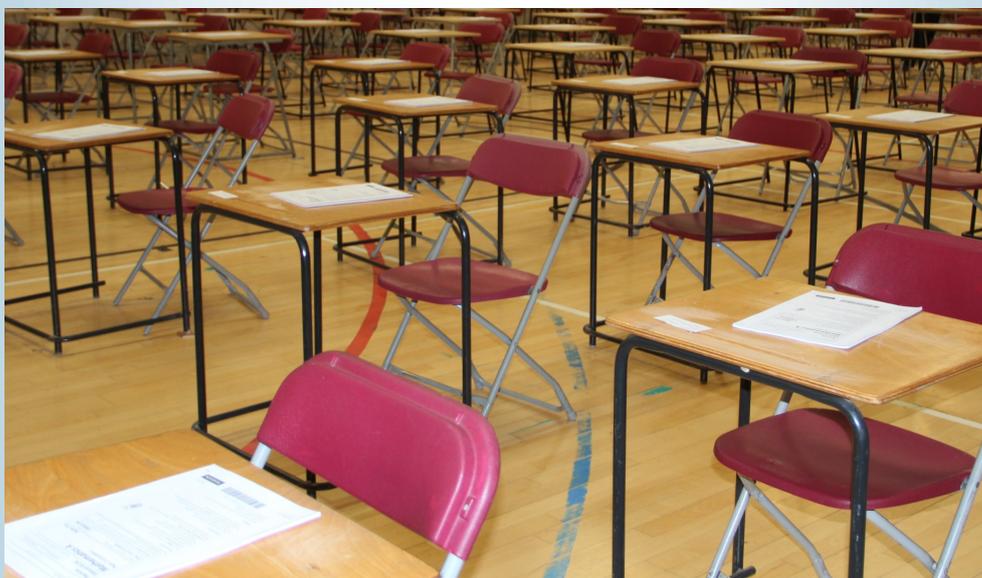
CENTRE ASSESSED GRADES

Update...

On 3rd April, Ofqual issued their initial guidelines about how Year 11 pupils were going to be awarded their GCSEs this year. Since then, schools up and down the country have been working on the details of Ofqual's guidance to ensure that the grades the pupils receive are a fair and accurate reflection of what they would have achieved had they completed their courses and sat the examinations in May/June. Teachers, under the supervision of their Head of Departments, and in conjunction with their departmental colleagues, have been assigning Centre Assessed Grades for each pupil and for each subject entered. These grades are based on a range of data – mock exams, classroom-based assessments, classwork and on-going progress made over the GCSE course. Once grades have been assigned to pupils, colleagues are then asked to rank order each pupil for the whole cohort. Once the grades and rank orders have been quality assured and submitted to the relevant Exam Boards, they will be subject to standardisation by Ofqual who take into account such factors as pupils' prior attainment and data trends over time. This means that the grades that any school submits may not necessarily be the final grades that pupils receive. Parents will understand that this is the reason why teachers have been asked, nationally, not to share any assessment data with pupils or parents. It was announced last week that the results day in August will probably be close to the normal results day – around 20th August. This is likely to be the only 'normal' aspect of this year's awarding of GCSE grades. Firm details are yet to be announced about the appeals process once results have been shared and we will update parents once guidelines have been issued.

Mr Wharton, Deputy Headteacher

<https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2020>



STARLINE HOME LEARNING

Please find below details of a new home learning telephone helpline to support parents and carers nationwide.

A group of partners including David Ross Education Trust, Freshworks, Future Academies, Inspiration Trust, Mumsnet, Oak National Academy, PLMR, StarAcademies, Triple P Positive Parenting Program and United Learning have come together to create and deliver StarLine. Each partner has pledged their people, expertise and resources to support StarLine. This initiative is supported and welcomed by the Confederation of School Trusts and also by the Department for Education.

StarLine will help parents and carers in the following ways:

- By providing access to a team of qualified teachers, education and parenting experts.
- By focussing on providing practical ideas, support and reassurance.
- By offering tips, techniques and resources to enable parents to give their children the support they need to continue learning while schools are closed.
- By supporting family wellbeing and mental health.
- By covering all phases of education and subjects plus behaviour, pupil wellbeing and SEND.

StarLine is available to parents and carers of pupils from all schools nationwide. Free, confidential advice is available six days a week by phoning the StarLine team on:

0330 313 9162.

For more information, visit www.starline.org.uk or follow [@StarLineSupport](https://twitter.com/StarLineSupport) on Twitter.

The team behind StarLine will also be broadcasting a weekly programme on YouTube. In each episode of StarLive, a guest presenter will share practical ideas for home learning. Further details can be found on the StarLine website.

Mrs Robertson, Assistant Headteacher



SAFEGUARDING REMINDER

Safeguarding Reminder for Parents/Carers

Safeguarding all our children remains of utmost importance as we continue through this period of unforeseen school closure. I would like to remind all parents and carers of the updated school safeguarding guidance issued before the Easter break. This guidance explains what to do if you have concerns about any child and also includes information and links in relation to online safety. It can be viewed on the school website by following the link below:

https://springfield.uk.net/images/files/policies/Safeguarding_During_Temporary_School_Closure.pdf

Hampshire police have also been busy updating guidance and support for professionals, schools and families and I have included below a selection of additional links and references which I hope families will find useful:

Hampshire Police 'safe4me' website which contains wealth of safeguarding related information and links:

<https://www.safe4me.co.uk/2020/03/26/covid-19-supporting-education-and-safeguarding/>

A short, uplifting film about police and community working together to keep children safe in Portsmouth:

<https://www.safe4me.co.uk/wp-content/uploads/2020/04/mp41.3gp>

Safer Schools 'Home Learning Hub': another useful website with age specific guidance, activities and support for parents/carers:

<https://oursaferschools.co.uk/home-learning-hub/>

Hampshire Police also warn about the continued prevalence of unregulated and potentially unsafe 'chat room' apps like 'Omegle' and more recently 'Allotalk' which target 13-19 year olds. These security lax platforms offer young people the opportunity to 'chat' and 'flirt' with strangers across the world.

As always, we would caution parents/carers to make use of digital parental 'controls' where possible and to ensure that their children observe the law. Above all parents/carers should endeavour to establish and maintain an 'open and honest' dialogue about online behaviour/activity of all types with their children. It is this dialogue which is more likely to reveal unsafe or risky behaviour and support a healthy approach to online activity.

Remember, if you have safeguarding concerns about any child at this time please refer to our guidance and be pro-active.

Mr J Wilburn
Deputy Headteacher

GDPR

Due to the GDPR regulations please note that occasionally we do not list all pupils' names/photos in featured articles. This is because we do not have parental permission to do so.

HOME READING

Supporting your child with reading during the school closure

Recent research into the reading skills of 15 year olds across the world found that children who are more interested in reading do better at school than those who don't read for pleasure. The study also found that parents who talk to their children about books, TV programmes and films help to keep their children interested in reading. Having books, newspapers and magazines around at home also made a difference to how interested children were in reading. This can feel like a mammoth task, particularly if your child is a reluctant reader. Here are some tips to support you in helping your child to keep up with reading during this time

- Let your child choose what to read, rather than choosing what you think they should read.
- Encourage your child to read magazines, comics, newspapers and the internet as well as books.
- Make time to read together if you can. 10 minutes a day or even a few times a week will make a real difference to your child's reading.
- Buy books as presents. Don't forget TV tie-ins and books about interests such as computer games or bands.

Try practising some essential reading skills with your child:

- Try some skimming and scanning together. Skimming is when you read through a piece of text quickly to find out what the main idea is; scanning is glancing through a piece of text to find a specific piece of information. Why not ask them to scan a newspaper for news about a favourite footballer or get them to skim read a recipe to tell you the basic steps?
- Help your child to work out what an unfamiliar word means by getting them to read the rest of the sentence and look for clues.
- Read books or plays that your child needs to study for school. It can help them if you read these together, and talk about the language and characters.
- Look up technical words you or your child don't recognise from their work in a dictionary or on the internet and make it your word of the day.
- Talk to your child about reading. Older pupils may feel they have little time for reading for pleasure. You can help by talking about what they enjoy reading.
- Encourage your child to read more by helping them to find books, magazines, websites and comics that interest them or tie into the work they have been doing for GCSEs.

Hopefully you will find these tips helpful in the coming weeks.

Ms Robertson, Assistant Headteacher

Here are some links that might give you and your child some ideas about books they may like to read:

<https://www.booktrust.org.uk/booklists/1/100-best-12-14/>

<https://www.booktrust.org.uk/booklists/1/100-best-books-9-11/>

<https://schoolreadinglist.co.uk>

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
Available online: eef.org.uk/literacy-ks3-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

TOP SITES FOR HOME LEARNING

Below are some of the best sites recommended for online learning, I hope you find them useful. We will continue to publish new educational sites as they appear as well as recommended subject specific links for online learning. These will be updated periodically.

Ms Robertson, Assistant Headteacher

Google Classroom - All Springfield, teachers continue to set all work via this platform

BBC Learning - There are plenty of things to delve into, from language learning to BBC Bitesize for revision. No TV licence required except for content on BBC iPlayer.

<http://www.bbc.co.uk/learning/coursesearch/>

BBC Bitesize Daily - The BBC has also launched its own star-studded education service, which features David Attenborough, Oti Mabuse, Sergio Agüero, Danny Dyer, as well as lessons from 200 teachers. <https://www.bbc.co.uk/bitesize/dailylessons>

Oak National Academy - 180 hours of lessons a week for every year group from Reception through to year 10 providing video lessons for students, each lesson coming with a corresponding quiz and worksheet. <https://www.thenational.academy/online-classroom>

Seneca - For those revising at GCSE or A level. Plenty of free revision content and KS3 courses. <https://www.senecalearning.com/>

Futurelearn - Free to access 100s of courses, only pay to upgrade if you need a certificate in your name (own account from age 14+ but younger learners can use a parent account).

<https://www.futurelearn.com/>

Audible KS3 & KS4 - All children's audiobooks are available for free while schools are closed. Registration is not required. <https://stories.audible.com/start-listen>

Quizlet - Simple to use learning tools such as games and flashcards for a variety of subjects.

<https://quizlet.com/en-gb>

Kahoot - Study at home, individually and with friends, review content, prepare to ace tests, and create your own kahoots. <https://kahoot.com/home/mobile-app/>

Encounter Edu - Sponsored STEM and global learning programs, transforming education inside and outside the classroom. <https://encounteredu.com/>

VALUABLE PPE PRODUCTION

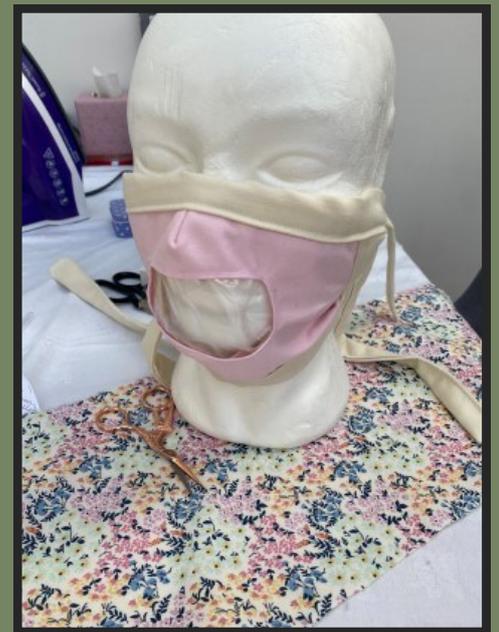
Springfield pupils, with the support of staff from the Design and Technology Department, have been working hard to make face-shields for key workers over the last few days. The school's laser cutter has been used to cut out the polypropylene used - alongside acetate - to make the design.

Thirty face-shields were delivered to two local care homes at the end of April by Mr Waites - Cosham Court Nursing Home (pictured below) and Kinross House in Drayton. Mr Waites, CFOO for The De Curci Trust, commented, "Alison, the Manager at Kinross Care Home was delighted to receive the face-shields and was very impressed with the efforts of the team of staff and pupils at Springfield School. (She was also very impressed that I turned up to deliver them wearing PPE!). Cosham Court Care Home were also delighted to receive our face-shields, and said they would be in use from today".

Springfield Design and Technology department have also been working hard making fabric face masks. The school are donating the masks to The Elizabeth Foundation at Cosham. The Elizabeth Foundation helps young deaf children learn to listen and talk and they provide services for families across the UK.

Pupils and staff are continuing to produce the face-shields to support the requests of local care homes and The Elizabeth Foundation. Scrub bags have also been made by Design and Technology staff, these will be going to QA Hospital in Cosham. We are proud to be able to contribute this support to the local community at this time.

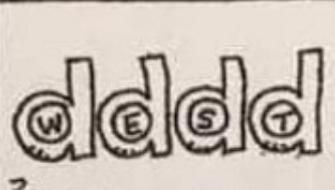
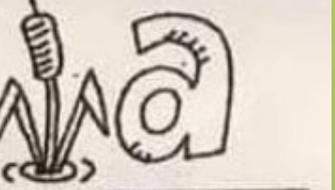
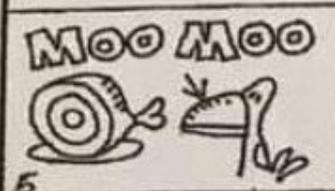
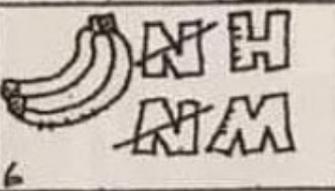
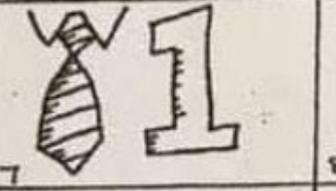
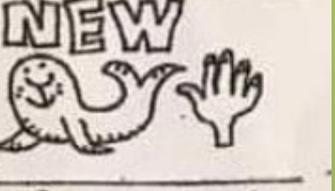
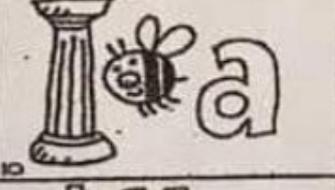
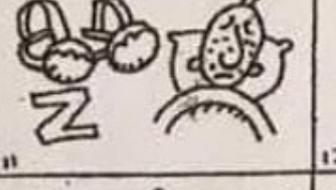
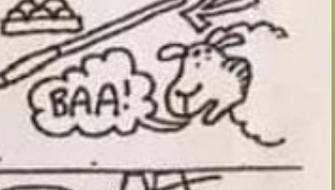
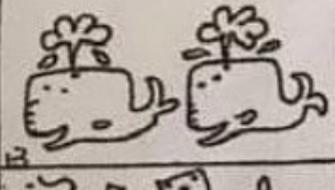
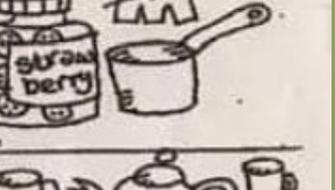
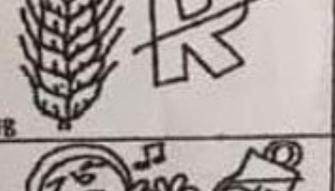
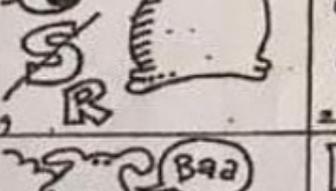
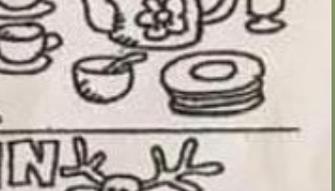
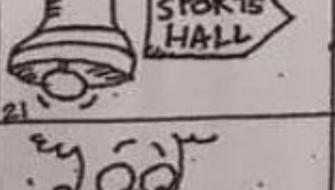
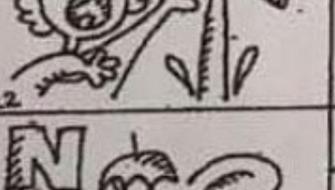
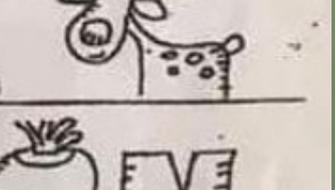
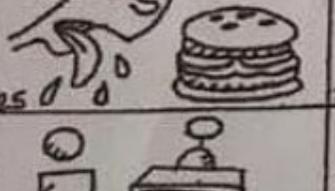
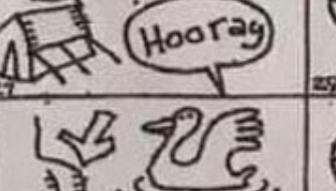
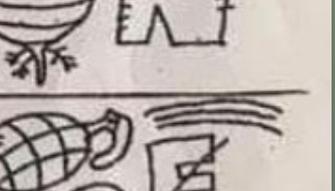
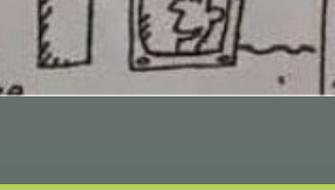
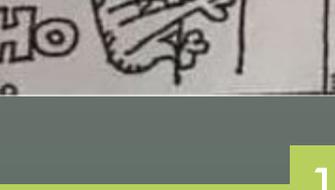
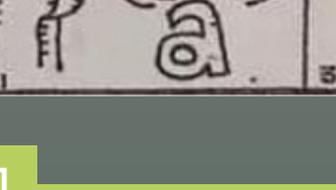
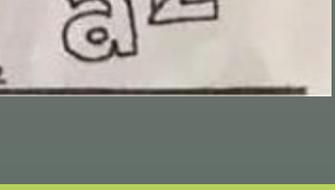
Mrs Norum, Support - Marketing and Administration



GEOGRAPHY QUIZ

Mrs Whitelock has given us a copy of the geography quiz she set her Year 7 pupils as an Easter challenge - we thought you may like a go. See if you can guess the countries...

countries of the world

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 	15 	16 
17 	18 	19 	20 
21 	22 	23 	24 
25 	26 	27 	28 
29 	30 	31 	32 

GEOGRAPHY STARS

Well done to the following pupils who have been chosen as this term's Geography Stars for their super online learning work.

Mrs Whitelock, Head of Geography



Geography stars

Year 7	Year 8
Bethany 7R	Mara 8N
Amelia 7E	Matthew 8S
Poppy 7L	Riley 8F
Maisie 7E	Hannah 8N
Dylan 7L	Poppy 8L
Luca 7E	
Emily 7S	



Geography stars

Year 9	Year 10
Alex 9L	Maddy 10P
Sabina 9L	Niamh 10N
Kelsey 9R	Olivia 10F
Annabel 9E	Zac 10R
	Sam 10P



YOUNG GEOGRAPHER

Pupils are encouraged to enter this great annual geography competition run by the Royal Geographical Society. Attached below are the instructions for anyone wishing to take part. Full details are available on pupils' Geography GoogleClassroom page. Entries must be submitted to me by 17th June 2020.

Mrs Whitelock, Head of Geography



RGS Young Geographer of the Year Competition 2020!



This year's Young Geographer of the Year competition gives you the chance to explore the potential that Geography holds! Although we are confined to our homes right now, we would like you to explore your wider geographical horizons. So the title this year is

'the world beyond my window'

The deadline for all entries to Mrs Whitelock is Tuesday 17th June 2020 at 5pm

To enter you need to produce an **A3 size poster**. This can be hand-made (then sent electronically via a scanned copy or photograph) or using PowerPoint, Word, Publisher or PDF etc.

Key Stage 3 criteria

- Describe two or more geographical ideas
- Use at least two annotated images, diagrams, charts or maps

Key Stage 4 criteria

- Describe three or more geographical ideas
- Use at least three annotated images, diagrams, charts or maps

All entries should address this year's theme and must meet the following criteria:

- Excellent attention to spelling, punctuation and grammar
- Use of accurate geographical terminology
- Clearly labelled and appropriately acknowledged sources, including diagrams, charts, maps or images
- Accurate use of symbols, scales and keys,
- Original and independently produced—class sets of identical entries will not be accepted or entries which have copied information from other sources, such as the internet
- If produced electronically, please use a minimum font size of point 10

SKOOLKIT

Please see below a message from our school uniform provider Skoolkit. For more information about our uniform requirements please follow this link: <https://springfield.uk.net/index.php/school-life/uniform>

Skoolkit

Hello Parents/Carers, we hope everyone is safe and well.

June 1st is the provisional date given by the Government for non-essential retailers like Skoolkit to reopen. So, we would like to update you with our plans to help this happen and to hopefully cover any questions.

We have a social responsibility to not attract large numbers to our shops to maintain social distancing measures, so where possible we would like to encourage customers to buy from our website. Please use the FAQ on our website to help answer any questions you may have regarding ordering online.

Regrettably our usual "discount week" has been suspended for this year, however we will be offering free delivery codes for uniforms purchased on-line on specific dates as follows: Just enter the code at the checkout.

26TH – 28TH JUNE 2020 – JUNEDEL20

27TH JUNE – 26TH JULY – SUMMER2020

29TH – 31ST JULY 2020 – JULYDEL20

5TH – 7TH AUGUST 2020 – AUGDEL20

If you do need to visit our shops please buy early to help avoid crowds building up through the summer. There will be queues for uniform and service will take longer than usual but we aim to move customers through as safely as possible and we will be observing all Government guidelines including:

- Providing staff with PPE as advised
- Providing hand sanitiser in-store for use by staff and customers
- Installing cough/sneeze guards
- Observing 2 metre social distancing rule by using a one-way flow system through stores with floor markings and signage.
- Limiting the number of people who can be inside a shop at any given time. With only one adult with their children where possible.
- Limiting the use of fitting rooms so that they are only used where absolutely necessary
- Limiting customers' handling of uniform. So, please come prepared with size information (Refer to www.skoolkit.co.uk for size guides)
- Encouraging the use of card payment

Can we please ask our customers to be patient with our staff who will be working incredibly hard to help make sure your child has all they need for their return back to school. If we all help each other stay safe we can survive this challenging time together.

www.skoolkit.co.uk

MENTAL HEALTH SUPPORT

As a school we are committed to supporting all students to maintain good mental health. We also endeavour to provide additional care, guidance and support for those who are experiencing mental health challenges. During this period of closure we are acutely aware that maintaining good mental health will be tough for some young people and in some cases problems may be exacerbated by the current situation.

I have outlined below some of the web based guidance and services available in and around Portsmouth (based on up to date information) should families be looking for additional support at this time. In the case of urgent or emergency situations families should also contact their GP.

Mr Wilburn, Deputy Headteacher

Self - care, tips, advice and guidance for young people are outlined below:

Think Ninja App - Think Ninja App is free and available to all young people aged 11-17 years living in Portsmouth. It helps young people to keep calm when stress levels rise, helps to address unhelpful thoughts and boosts mood. The app can be downloaded for free from the App Store and is available on all Android and Apple IOS smartphones and tablets.

Anna Freud National Centre for Children and Families - <https://www.annafreud.org/what-we-do/anna-freud-learning-network/covid-19-support-our-tips-for-families-children-and-young-people-and-professionals/>

Young Minds - <https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>

Local Support Services:

U Matter Counselling Support Service - 11 - 18 years old

U Matter continue to accept and process referrals and are offering telephone/web based counselling and support rather than face-to-face appointments. They are no longer able to temporarily take referrals for 8 - 11 year olds due to social distancing.

Available: Mon - Fri: 9.00 - 21:00 Counselling times: Mon - Fri: 10.00 – 21.00/Sat: 10.00 -13.00

Contact: 02392 827026, email relate@relateportsmouth.org.uk or website www.relate.org.uk/portsmouth-district/self-or-parent-referral

Agency referral: <https://www.relate.org.uk/portsmouth-district/agency-referral>

Child and Adolescent Mental Health Services (CAMHS) - Up to 18 years old

The CAMHS Single Point of Access continue to offer consultation and advice for professionals, parents and young people. They continue to accept referrals including Neuro Developmental referrals, offer telephone/web based assessments and support where appropriate. They offer some face-to-face support for crisis cases if this cannot be completed by telephone and for reviews relating to anorexia and medication that require physical checks.

Staff continue to maintain telephone contact with all the families on their case load.

Available: Mon - Fri: 09.00 - 17.00.

Phone support is also available for young people on a Thursday: 17.00 - 19.00

Contact: 0300 123 6632

Talking Change - 16 +

Talking Change continue to take self - referrals and offer telephone/web based support sessions rather than face-to-face appointments.

Available: Mon-Thurs: 08.00-20.00/Fri:08.00-17.00/Sat: 09.00-13.00

Contact: 0300 123 39 34

<https://www.talkingchange.nhs.uk/>

TEACHER'S PET

Please see below the answers to which pet(s) belongs to which teacher...

Mrs Norum, Support - Marketing and Administration

Mrs Roberts and Honey



Mr Walters with Cukie and Andre



Herbie and Mr Singleton

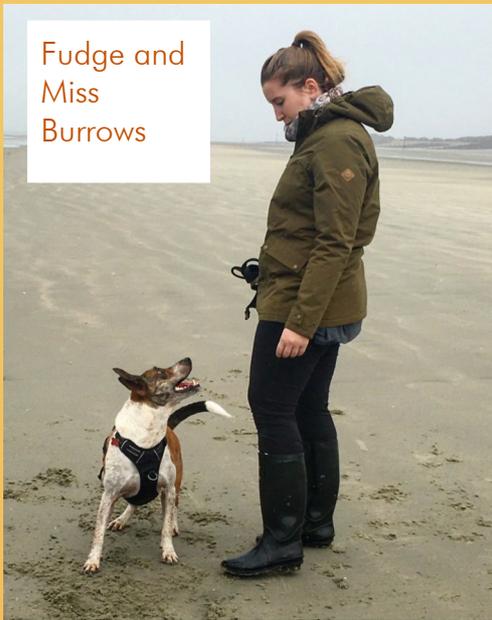


Miss McDowell
with Figaro and Max



Mrs Hale with Figaro, Ishka, Tia, Minstrel, Twizzle, Alfie and Betsey





Fudge and Miss Burrows



Mr Bogoje with Jake



Ms Spivey with Rupert and Coco

Miss Lawrence with Dexter



Mrs Holbrook with Rosie



Mrs Higson and Lexi



Cleo and Miss Rudd



Crixus with Miss Thornhill



George (Mrs Millar)

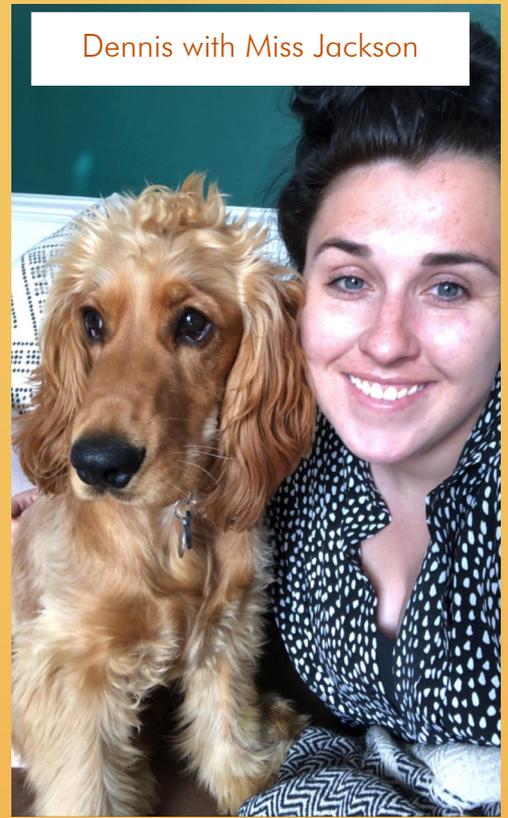


Bellatrix and Myrtle (Mrs Mandrill)





Poppy and Daisy and Romeo and Honey (Mr Waites)



Dennis with Miss Jackson

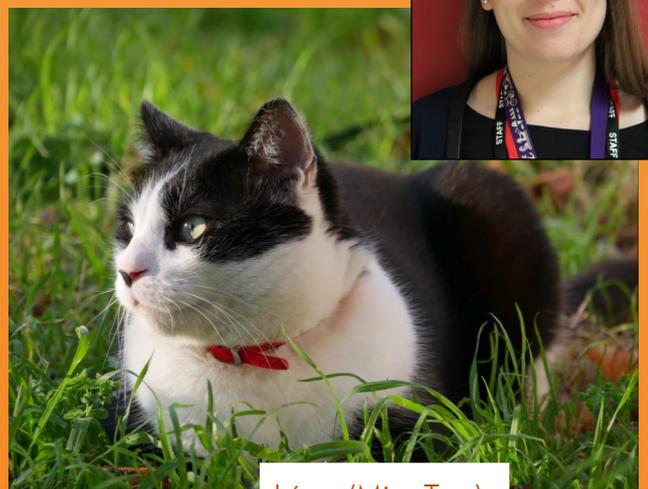
Bobo (Mr Kerr) - did you spot the clue?



Lottie (Ms Robertson)



Lola (Miss McNelis)

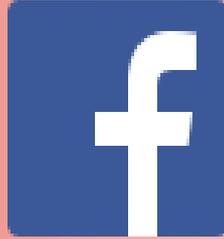


Léon (Miss Top)

PUZZLES AND CONTACT



@spfldUK



Don't forget
to follow us on
Facebook and Twitter

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



MRS WHITTINGHAM'S RIDDLE

You are a cyclist in a cross-country race. Just before crossing the finishing line, you overtake the person in second place. In what place did you finish?

The answer to last edition's riddle (What clothes does a house wear?) is address.

MR DENNETT'S BRAIN TEASER

Create an equation using the numbers and mathematical symbols below:

2 3 4 5 + =

The answer to last edition's brain teaser (In a family photo you see: 1 grandfather; 1 grandmother; 2 fathers; 2 mothers; 6 children; 4 grandchildren; 2 sisters; 2 brothers; 3 sons; 3 daughters; 1 father-in-law; 1 mother-in-law; 1 daughter-in-law. What is the fewest number of people possible that are in the photo?) is 8 people in total: 4 children (2 boys and 2 girls), their mum and dad, their grandmother and grandfather (this is the dad's parents)



A-BLOCK UPDATE

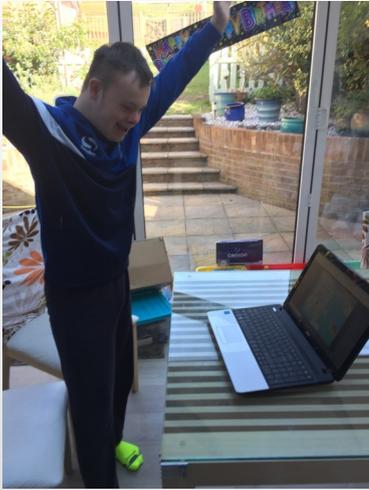
After a short delay due to COVID-19 social distancing guidelines, work has recommenced on the refurbishment of A Block. All of the internal ceilings have now been removed in preparation for the electricians to commence work on the new lighting and ceilings throughout the building. Work continues to the exterior behind the scaffold hoarding, and we hope the new windows and cladding will start being installed by the end of May. It's quite a dramatic change from how it looked at the beginning of last term! We are excited to see what it will look like when it is finished.

Nathan Waites, Chief Financial and Operating Officer



HOME WORKING

We have asked parents, carers, teachers and pupils to share examples of pupils' home work. We have been sent some great examples which we are pleased to share in the following pages.



Sam Ford (10P) celebrating success with his Manga High results!



Jensen Howard (11F), who was studying Design and Technology, has been putting his Design and Technology skills to use during lockdown by designing and making these planters!

Mrs Ware, Head of Design and Technology

Phone stands made in school during the Easter break (done in response to the need for a way to support your phone whilst using one of the many mobile device video communication platforms).

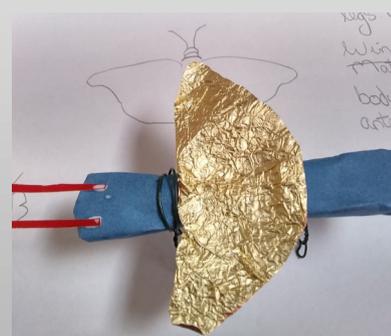
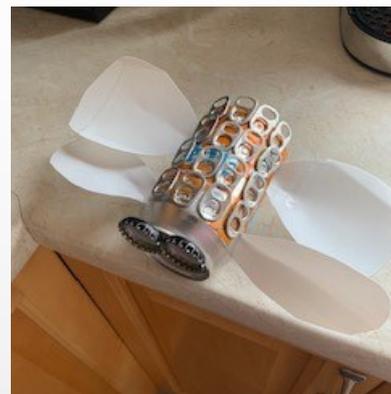


Bonnie's dog bed made during the Easter break from a recycled wooden pallet. The group of 6 Year 7-9 students worked so well together and showed real resilience and independence. Main credit goes to Darcy-Grace Greenwell (7F) and Grace Richardson (9P) for the idea and much of the hard work in making it.

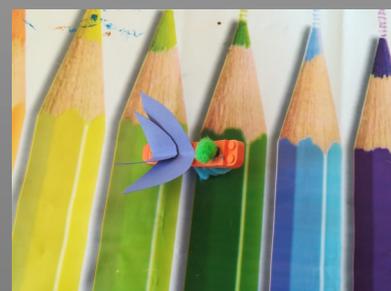


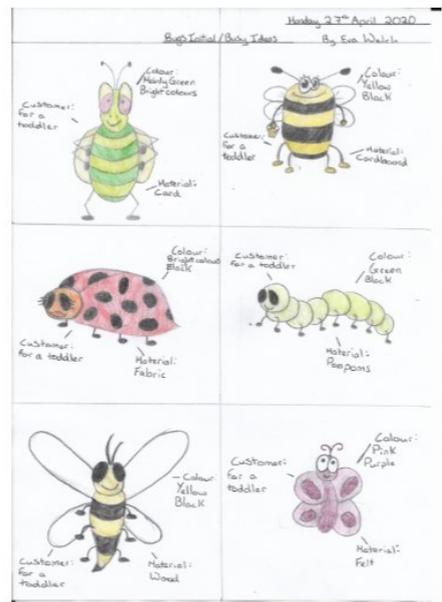
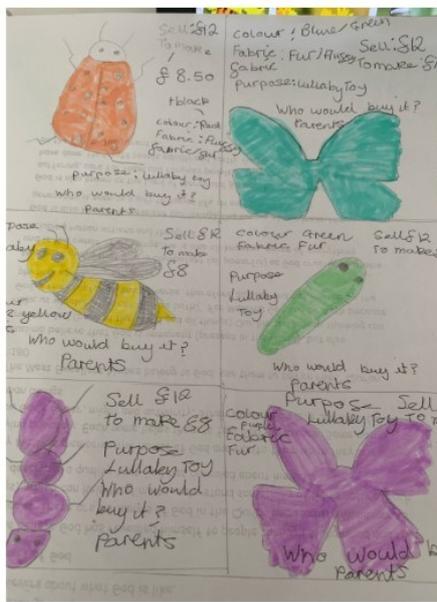
Year 7 and 8 Art pupils were tasked with creating insects from recycled materials around the home. Pupils were certainly up to the challenge as you can see from the imaginative insects below.

Mr Toghill, Head of Art

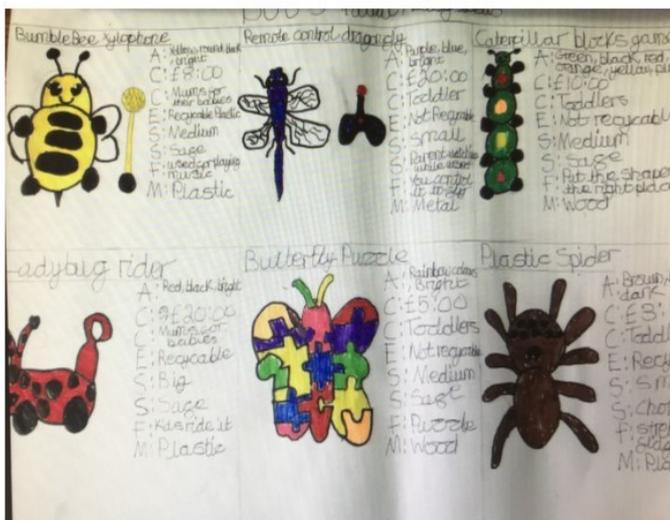


INSECTS





Year 7 Product Design 'Bug Project'



Bugs design

masked bug where what appears to be a mask come from the ground and eats other bugs it does this by changing it mask colour to match similar colour of the prey them it will hide its body to make its prey think it one of there own

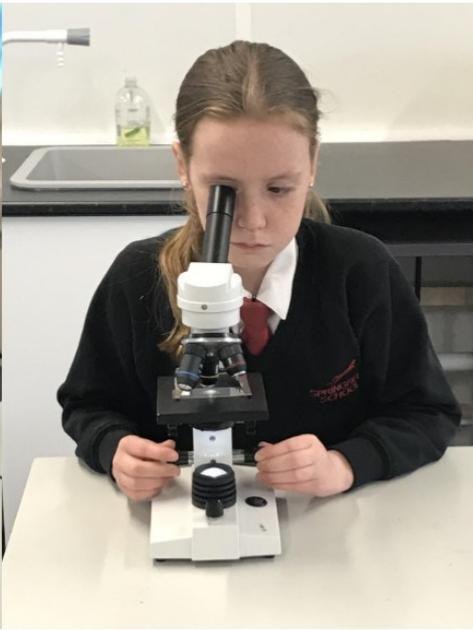
black bug a nocturnal type is dark and small to help it travel fast and is easily blend in with surrounding this type as red stripes meaning its a poison bug

Montonio bug very much like the mantis but instead of having claws it lives in rocky biomes and slowly eats wrocks it claws have now gone to there face

Colour bug changes colour depending on how it feels looks like a leaf to help it blend in somewhat

Black bug another type but with yellow stripes means it can be used for medicine if you put it on a set of plants

green bug can be used as a mask to hide its body from its prey it gets its name from its color



Science During Lockdown



FOOD PREPARATION & NUTRITION



We have been so impressed with the standard of food prepared by pupils this term. We have a great selection here and on page 25.

Miss Wines
Teacher of
Design and
Technology



Year 9 Jam/Swiss Rolls

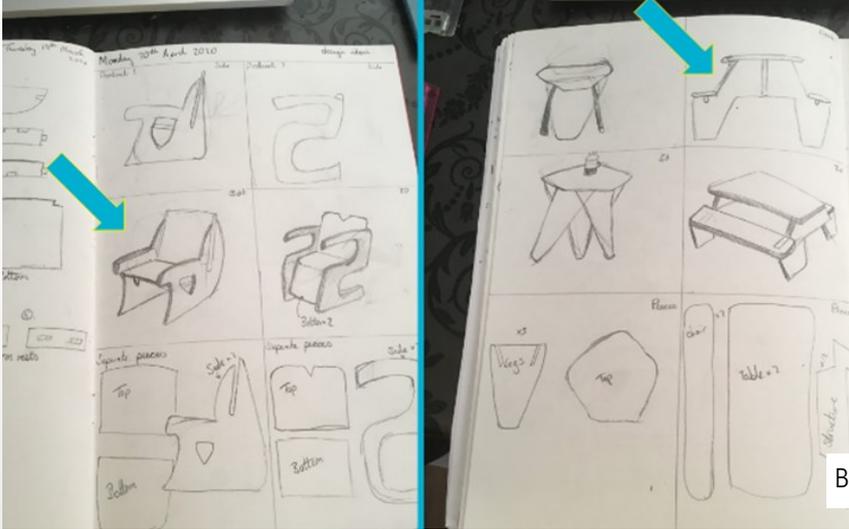


Pupils were set a creative lego challenge in Religious Studies during the Easter holidays. The 30 day challenge sheet is shown below. Pupils were asked to use lego (or any other materials of their choice) to create models to show bible stories. We were delighted to receive entries and we show below a montage of some entries from: Eva Welch (7N), Ben Mills (7E) and Matthew Sinnott (8P) . Well done to everyone who had a go at the challenge.

Mrs Parker, Head of R.S.



Design ideas drawn up

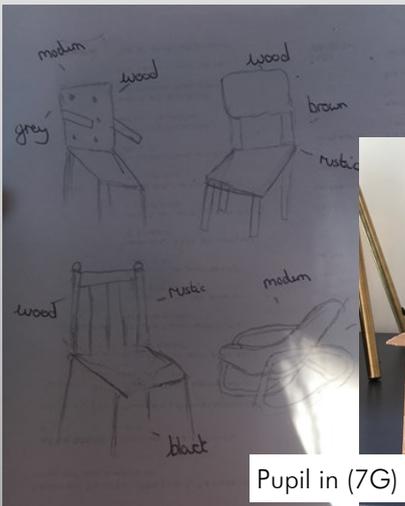


Beck Edwards (9P)



Year 7 Product Design pupils have been creating some great pieces over the last term. I am very impressed with their creative skills.

Mrs Dave, Teacher of Design and Technology



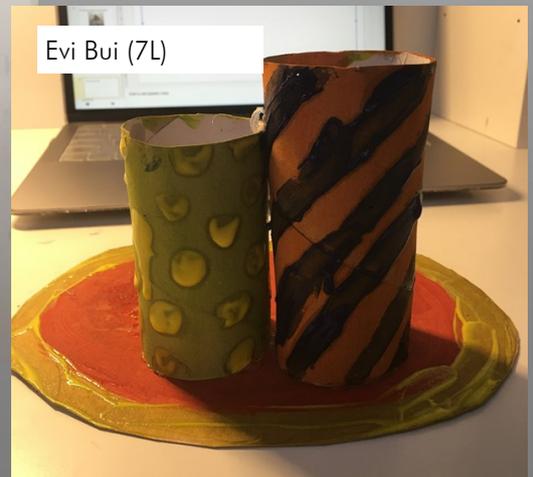
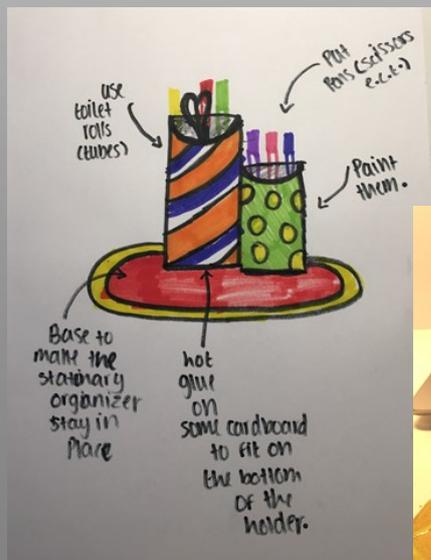
Pupil in (7G)



Christopher Campbell (7G)



Henry Corbett-Stanley (7E)



Evi Bui (7L)