

Friday 19th June 2020

Welcome to the 12th edition of our Covid-19 Newsletter. We hope this finds you safe and well, and hopefully not feeling too disheartened by the recent turn in weather – apparently the sunny skies will return next week.

As you know, recent events have brought to light some very important concerns and conversations regarding issues of diversity / inclusion / representation; this is something we have discussed at the Academy for a long time, and have addressed explicitly in the Newsletter over the last few weeks, even before the recent debate. (To date, our Newsletters and assemblies have addressed BAME writers, Muslim writers, BLM, Pride, LGBTQ+ and Refugee Week.) Given the most current events, the Academy's Senior Leadership Team have been spending a great deal of time discussing this and thinking about how we can, and should, respond. As educators, we have a key role in shaping society and we take this responsibility very seriously. We have been keen to not do anything that is knee-jerk or 'tokenistic' and certainly not anything just for the sake of 'being seen to do something'. It is precisely because this is such an important issue that we want to make sure we take our time and give it the careful consideration it deserves, thus ensuring any long term responses are meaningful.



We will be looking at all forms of 'Diversity / Inclusion / Representation' from both a staff and student perspective to understand what people's experiences are, what we are doing well and what we can do even better to ensure we serve all members of our community.

In this week's Newsletter, you will see that our Lockdown Library has focussed on Refugee Week (15th-21st June); the festival's theme this year is **'Imagine': an invitation to imagine, and create, the world we want to see** and invites us all to undertake 'Simple Acts'. Never has this been more important than now. <https://refugeeweek.org.uk/simple-acts/>



The poet Lemn Sissay once described his wonderment at the thought that everything around us was imagined first. Everything physical – the camera he was looking at, the microphone he was talking into – started as an act of imagination. He wrote a poem:

*I will not limit myself
I will not be afraid
If it were not imagined
How else could it be made?*

This 'Simple Act' is an invitation to take a step back from the current moment, and imagine the world you want to see. What would your environment, your community, your country, or even the planet look like, if you made the rules? We hope you will join us in celebrating all that makes our community so wonderfully rich.

Please continue to share your feedback, positive stories and achievements by emailing us at office@dittonparkacademy.co.uk You can also follow (and share your own) stories and successes via our [Twitter feed @DPASlough](#), which is updated regularly with lots of useful information and wonderful pictures of students' work.

Staff nomination

This week's staff nomination winner is Ms Maryam Shafi (11-13 Pastoral Manager), who was nominated for all her work and support with Year 11 and Year 12. Thank you for all that you do, Ms Shafi.

Messages of gratitude

This week we would like to send special thanks to the incredible work of Marcus Rashford on behalf of all young people across the UK. His beautifully eloquent letter to the Prime Minister, detailing his own personal experiences of poverty, caused the government to reverse their decision on free school meals over the summer. We know the pandemic has caused a great deal of financial hardship to many families – please know that we will continue to do everything we can to support our community.



This was never about me or you, this was never about politics, this was a cry out for help from vulnerable parents all over the country and I simply provided a platform for their voices to be heard. I stand proud today knowing that we have listened, and we have done what is right. There is still a long way to go but I am thankful to you all that we have given these families just one less thing to worry about tonight. The wellbeing of our children should ALWAYS be a priority.

Sharing successes

A very talented writer, Kambiz Mouj in Year 11, has demonstrated the power of the written word, and has written the following piece for today's Newsletter. As ever, Kambiz writes from the heart – thank you Kambiz.

*I picked up my pen and began to write
But my pen cried dark words on this clear paper
These devastating words read
Their tears are dripping down their faces
Hearts are weeping
Frustration races in their premature minds
Questions are spiralling around their psyche
Respect, Companionship and Equality
Is that really so tricky?
Millions are aligned, millions are shunned, millions are declined
Visions of peace are being played over and over to bring glimpses of far-away hope
Dreams that will be pursued on dryer lands
Lands where roses will bloom one day
Where nightingales will sing
Boys and girls will be safe
Individuality would not be determined by race
And differences would be respected under one crescent
My once empty white paper is now overwhelmed by words of different shades and shapes
Why can't we be as diverse as this paper
Why can't racism be declined instead of people*

Phased reopening

Our phased reopening began this week and we have been delighted to welcome Year 10 and Year 12 students back into the Academy. The students have adapted incredibly well to the new systems and routines, with lots of smiles and socially distanced catching up between staff and students. Almost all students have remembered to bring in their own facemasks, books and equipment, so well done to everyone.

Due to the restrictions of the 'bubbles' guidance schools are having to follow, which requires students to remain in set groups, we have been limited in the timetable we are able to provide. Whilst we are therefore able to offer core subject lessons to Year 10 in addition to study skills and well-being sessions, for Year 12, due to the nature of their individual A level and BTEC subjects, subject specific timetabling has not been possible (as this would require students to 'mix' their bubbles). Year 12 students will instead be given bespoke support with their UCAS applications, their EPQ completion, as well as study skills and well-being sessions. In addition, all subject teachers will be conducting 'live' Q&A sessions with each of their classes over the coming weeks, enabling all students the opportunity to have 'virtual' face-to-face contact with their teachers. We will, of course, continue to review the provision for both Year 10 and Year 12.

Theatre Thursday

Here is Miss Seymour's weekly round-up of the best to offer in virtual theatre land.

This week saw the announcement that Britain's world-leading Performing Arts sector is on its knees with no Government investment. Theatres announced that they are now having to remain closed until 2021 as they do not have the money to operate viably with social distancing. This closure will see a reported £74 billion loss in revenue - a cultural catastrophe. If the Arts industry is close to your heart and you have enjoyed nights at the theatre, please consider making a donation when you watch one of the theatre's free streaming productions to show your solidarity or reading and signing the petition for the Government to revise their support of the sector. People are proving they are stronger together and although the theatre is not shy of overcoming adversity, it is in need of huge support.

This weekend would have been London's stagiest weekend as Luvvies and Theatre Fanatics from up and down the country pack into Trafalgar Square to watch **West End Live!**, theatre land's answer to festivals where casts take the stage to perform numbers from their shows! In absence of being able to go live this year, they will be streaming their best bits from the past five years on Saturday and Sunday at 2pm to mark the weekend. Videos will be available for 24 hours.

<https://www.westendlive.co.uk>

Paid theatre

Old Vic Lungs - streamed and performed live from the Old Vic. There are still some tickets bands left. Why not partake in being part of the first lockdown audiences watching live at home! History in the making!

LW Productions The Last 5 Years - A lockdown performance that has been rehearsed and recorded during lockdown! Tickets are £8 for the 25-27 June. lwtheatres.co.uk

Free/donation streaming

National Theatre Small Island - a timely production of Andrea Levy's epic novel that run a completely sold out run at the National. A must watch and on for one week only!

https://www.youtube.com/results?search_query=much+ado+about+nothing

Andrew Lloyd Webber's The Show must Go On! Peter Pan Live - available 48hours only Friday to Sunday.

<https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag>

Shakespeare Much Ado About Nothing - Starring Catherine Tate and David Tennant. Well worth a watch due to the exceptional talent on stage, innovative character interpretations and laugh out loud comedy!

<https://www.youtube.com/watch?v=Cwy2a6ScZ-c>

The RSC/BBC iPlayer

Hamlet - 2016 RSC Starring Paapa Essiedu in the title role!

<https://www.bbc.co.uk/iplayer/episode/p089zf8r/culture-in-quarantine-shakespeare-hamlet>

Macbeth - 2018 Barbican productions starring Christopher Eccleston and Niamh Cusack in this stylish reimagining.

<https://www.bbc.co.uk/iplayer/episode/p089zg9d/culture-in-quarantine-shakespeare-macbeth>

Or browse the selection of productions and indulge yourself!

<https://www.bbc.co.uk/iplayer/episodes/p089zds8/culture-in-quarantine-shakespeare>

The Mountaintop (a rehearsed reading) - A JMK Trust and Young Vic Co-production, produced in association with Desara Bosnja to raise funds for Black Lives Matter charities and use the power of storytelling to educate, question and move audiences. Set on the eve of Martin Luther King's assassination.

<https://www.youtube.com/watch?v=zvoJuPD0pg>

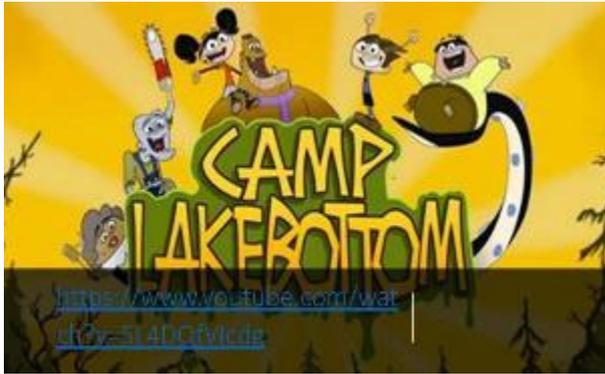
Nick Hern Books Playgroup This week's free play text is **Faustus: That Damned Woman**

<https://www.nickhernbooks.co.uk/playgroup>

Enjoy and keep those reviews coming!

House Challenges

This week's House Cup Competition was 'DPA Googlebox' and every entry received 5 house points for their house. A very well done to all of those who have entered and don't forget to look out for the results today on Teams.

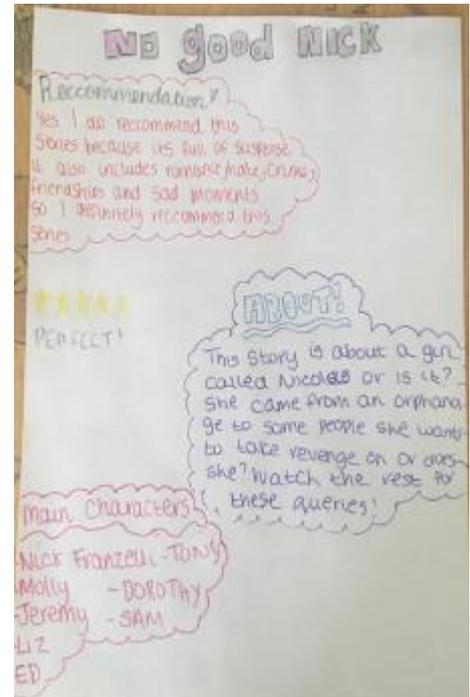


Abishan Vasantharupan M4 DGI



Nur-E- Imaan Farooq C5

Aasiyah Inoon W2 KSO



Next week's House Cup Competition is a photography challenge, with the theme a 'lasting memory through challenging times'. You can submit up to five pictures; upload your photographs to your house Teams by Thursday 25th June.

Photography Challenge
'Lasting memory'

- All entries must be uploaded to your House 'Team'
- Competition closes on 25th June 2020
- Share photographs of your lockdown experiences, the theme is a "lasting memory of challenging times".
- You can enter up to five pictures.

Which House will win?

Mental Health Support

An unexpected consequence of lockdown has been the emergence of ‘lockdown dreams’ – people experiencing unusually vivid dreams. Perhaps an expected outcome has been disrupted and problematic sleep; this week’s mental health resource offers strategies for sleeping well, collated from the NHS. (*Attached as a separate document.*)

National School Sport Week

Next week is *National School Sport Week* and DPA are taking part. Mrs Williams, PE Lead Teacher, has put together an information booklet offering an overview for families and students for what you need to do if you wish to take part and most importantly, why we are doing it. We can’t wait to see the pictures and videos of your herculean efforts! (*Attached as a separate document.*)

Drowning Prevention Week

Our Schools Officer, PC Sloan, from Slough Police Station has asked that we remind our young people to take care when visiting local sites such as the Jubilee River water – visitors are advised not to enter the water. More information can be found at:

<https://www.rlss.org.uk/drowning-prevention-week>



Studying at home

Literacy in Science

The Science Department continue to dedicate much of their professional development during lockdown embedding Literacy in their curriculum. This week, they have been developing resources to explicitly teach students how to produce scholarly, academic writing. We are so excited to see these lessons in action once schools reopen.

Impersonal	avoid using personal terms (e.g. I, we, they, you)
Formal and objective	avoid using contractions (for use instead of 'don't'), emotional (e.g. sad) or slang terms.
Present tense	e.g. 'The results show that...' (use the past tense when describing your experiment.)
Causal connectives	These help explain cause and effect (e.g. 'because', 'therefore', 'so', 'due to', 'as a result' etc)

In the next table there are two examples of an explanation of the enzyme graph. For each feature of text, choose the correct example (1 or 2).

Feature of scientific writing	Example 1	Example 2
Which variable is independent?	From a graph, I found different and specific optimum pH's.	I found that each enzyme had a different and specific optimum pH.
Which variable is dependent?	If the bonding is altered, then the shape of the active site changes and it won't work with the substrate anymore.	If the bonding is altered, then the shape of the active site will be changed. Consequently, the enzyme is no longer able to fit with the substrate.
Which variable was the problem/solved?	This happened because when we altered the pH...	This happened because altering the pH...
Which variable was not the connective?	Consequently, the enzyme is no longer able to fit with the substrate.	This altered the pH...

DART 1: Underlying or highlighting

- Identify writing aimed at school leavers, college and university. Sentences should be short (15–20 words) and unambiguously.
- Underline words and show what are the general subject/idea or what scientific understanding (biology/chemistry).
- In the next table, students using the given words to explain writing must highlight. Those written in the box are those that show good scientific writing language.

Read the following conclusions, which refer to the previous graph. Which has been written in the more scientific way?
Pick out and highlight features of good scientific writing in the text.

a. Enzymes each have a different and specific optimum pH, this is the pH at which they have the maximum rate of reaction. This happens because altering the pH affects the bonding that holds the enzyme together. If this bonding is altered, then the shape of the active site will be changed. Consequently, the enzyme is no longer able to fit with the substrate, which slowed the rate of reaction of extremes of pH.

a. I found that each enzyme had a different and specific optimum pH, the optimum pH is where the enzyme had the highest rate of reaction. This happened because when we altered the pH, the bonding that holds the enzyme together was also changed. If the bonding is changed, then the shape of the active site is changed so it won't fit with the substrate anymore. This slowed the rate of reaction and eventually stopped it completely.

DART 1: Underlying or highlighting

In the next table, students using the following text to explain the following text must underline. Those written in the box are those that show good scientific writing language.

- We studied the effect of pH on the rate of reaction of the enzyme. From the graph, we can see that the enzyme has a specific optimum pH and that the rate of reaction is highest at this pH.
- In this way, the data points on the graph show that the enzyme has a specific optimum pH and that the rate of reaction is highest at this pH.

Year 11

Well done to all the Year 11 students who have been working hard on their transition work.

1) 28% of Year 11 have now completed the **Eton X Resilience Course**. These enthusiastic responses were submitted by 2 of our Year 11 students this week:

All Year 11 students are encouraged to keep going with this course, and join the growing number of students who have benefitted from it.

“It was a great course and has changed my mind set when approaching tasks.”

“It helped me prepare and reflect on what I have done so far and what I will do better.”

The deadline to complete this course is 1st July.

2) Year 11 students have been receiving personalised feedback, advice and guidance from the careers professionals at **Learning to Work**. The weekly work continues to be set and completed – please do discuss this as a family.

The task for Week 4 is due on Monday 22nd June 2020.

3) Year 11 applicants to DPA Sixth Form continue to submit some excellent pieces of work as part of their **A-Level transition tasks**, with many Year 11s being nominated for excellent, reflective work. Well done all! Remember that all tasks for all subjects need to be submitted before the end of term in order to be counted towards the Entry Criteria for DPA Sixth Form.

Students who need support on any of these three pieces of work should check Teams and speak to their AMs for support.

Year 12

EPQ – reminder that the first draft is due to be in by the end of June. **Monday 3pm live Teams call for any queries**

Eton X - Have you signed up for Eton X Writing. Courses – how are you getting on? Year 12 access code: **6KLZ1122**

CONGRATULATIONS to Maanvi Pawar for completing the Eton X Project

Maanvi said ‘I found Eton X very useful as it enabled me to go understand the importance of planning before writing essays and how to effectively plan before i begin. Furthermore the course has taught me how to breakdown the essay question to figure out what it is asking for and how the questions should be approached. The step by step videos and small activities throughout the course has allowed me to have a better understanding of how to go about tackling essays.’

Please contact Ms. Nagra for further information via R.Nagra@DittonParkAcademy.co.uk

UCAS – Have you signed up? You will require the Students Buzzword. Please contact Ms Shafi for registration details: M.Shafi@dittomparkacademy.co.uk Have you thought about your courses?

Student’s review on Virtual Talks/Dessert Island Discs/ Book:

Student Reviewing: Jardae Hodge-Spencer

Name of Talk: A session on how sport has the ability to impact lives with a focus on demystifying the sports sector in terms of careers and jobs available across the wider sports industry by Charly Classen, Vice Chair, Special Olympics

Key Points: I watched a virtual talk by Special Olympics, Vice-Chair, and Charly Classen. He led a session talking about the many different careers in sport and how sports have the ability to change someone's life. He started by explaining how he had worked for the well-known international sports channel ESPN and now works in the Special Olympics. He talked on many topics some being how at his time working for ESPN he had noticed how there was little female representation and encouraged any women who were watching to look into going into these kinds of fields as one of the things they need most for the future is diversity of thought. He then went on to describe his experience working with in the Special Olympics. He talked about how he had met so many people who had found their calling through sport, specifically one man who has down-syndrome, but never let that hold

him back from participating in gymnastics. He won many competitions and went on to coach others like him and is even a chairman along with Charly now.

How this has impacted you: Hearing the stories of these athletes was eye-opening as I had never heard of the Special Olympics before and to hear what so many people with learning difficulties had achieved was amazing. It has made me want to learn more about the event and hopefully even be involved in on in the future.



Career path – Finance and Business Industry

“Do you have a career in Finance and Business Industry? Or do you know somebody who is? If so, can you provide some advice to our budding Year 12s by answering the questions below”? (We would prefer a short phone video but a written email would also be appreciated). Please contact Ms Shafi via M.Shafi@DittonParkAcademy.co.uk

1. What is your name?
2. What is your job title?
3. Where are you based?
4. What does your organisation do/how/where does it operate from?
5. What does your job involve – daily tasks/weekly tasks/non routine thinks you deal with
6. What are your qualifications/skills and what was your route into this career
(Over view not exact grades!)

Exemplar a level exam answer

Student Mariam Khan

Teachers: Ms. Khushi – Lead Business Teacher

Question: Assess the likely value of the Boston Matrix to Buoyant Upholstery LTD. (8 marks)

MathsWatch

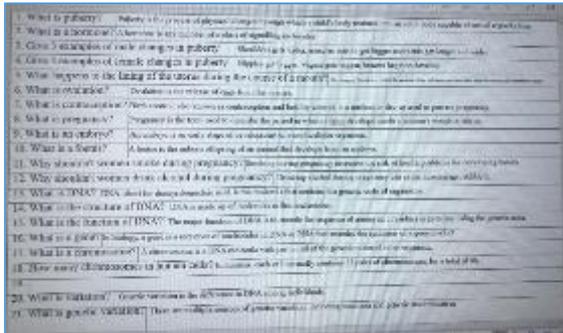
Below are the top achievers for the amount of time spent on MathsWatch over the past week. Well done to the students who have made the list and those who continue to work so hard on developing their Maths skills.

First Name	Surname	Minutes	Class
Kenza	Sabri	611	10Yr10A/Ma 19/20
Kay-Drian	Bryan	487	10Yr10A/Ma 19/20

Sebastian	SYCH	479 7Yr7C/Ma 19/20
Ramzy	LATHIF	460 7Yr7B/Ma 19/20
Brooke	COLLINS	446 7Yr7A/Ma 19/20
Rahim	Salmon	438 8Yr8C/Ma 19/20

Student work

And here are some fantastic examples of outstanding work submitted by students over the last week – a huge well done to everyone!



Krish Kambo in Year 8 continues to demonstrate his dedication to his Science Learning – well done Krish!

The MfL department are very proud of their Year 9 students who have been describing photos in French using their GCSE vocabulary. Great effort everyone.

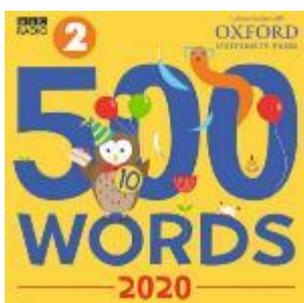
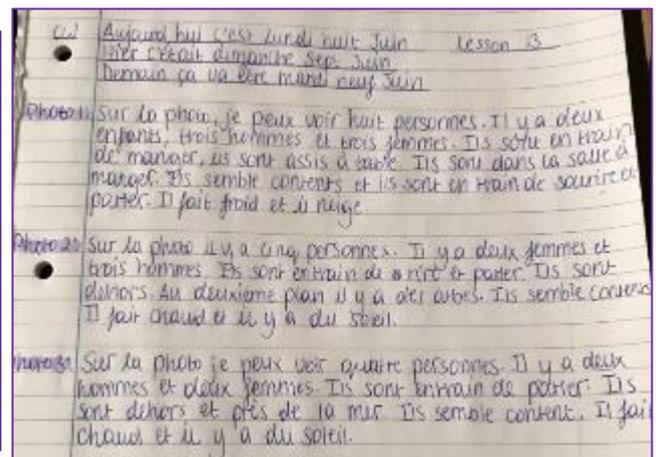
French

Aujourd'hui c'est: vendredi douze juin 2020
Hier c'était: jeudi onze juin 2020
Demain ça va être: Samedi treize juin 2020

Photocard 1:
Sur la photo il y a huit personnes, une famille. Ils sont en train de manger et ils sont en train de célébrer Noël. Ils sont à la maison et à mon avis ils semblent contents. Il fait froid parce qu'ils portent des pulls.

Photocard 2:
Sur la photo il y a cinq personnes. Un groupe des amis. Ils sont en train de sourire et ils sont en train de se reposer au parc. Je dirais qu'ils sont contents. Il fait chaud parce qu'ils portent des t-shirts.

Photocard 3:
Sur la photo il y a des personnes et une vue sur la plage. Les personnes sont en train de manger et parler. Il fait chaud car qu'ils portent des t-shirts.



For this week's Library Challenge, students were tasked with writing a 500-word story using the question: "Where would you go, right now, if you could go absolutely anywhere and why?"

We have compiled just a few of the fantastic submissions we received – well done to Aasiyah Inoon, Heba Mohamed, Harini Venkatesh, Govind Belkhu and Yuvraj Sangha. We really do have some wonderfully talented writers! (Attached as a separate document.)

Our Food Technology students have continued to cook up some wonderful 'Saturday Night Takeaway' themed dishes - lovely!



Samuel Kenneth YR10



Simba Magaramombe YR10

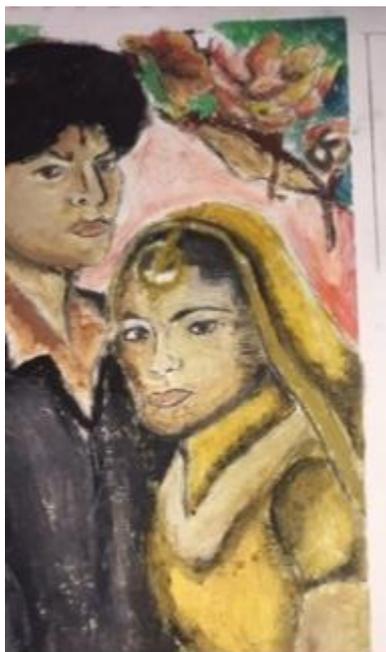


Reece Holmes YR9



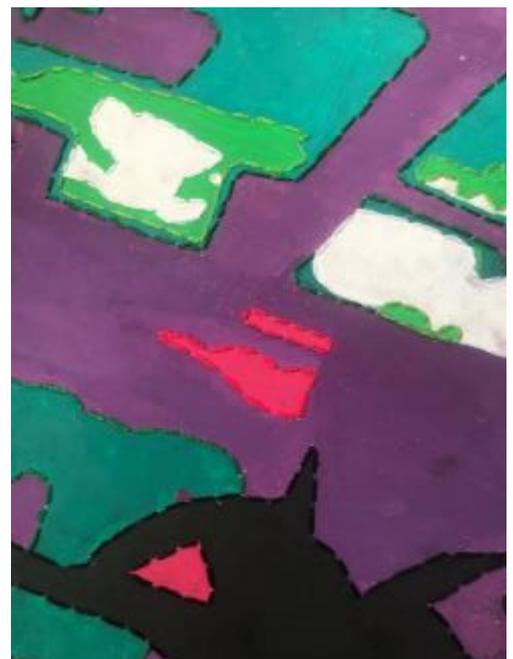
Afreen Yousaf YR9

Our Art students have submitted more wonderful art work, as ever showcasing their creativity and originality.



Experimenting with
Abstraction and textiles.
Tanisha Dale

Oil Pastel Study.
Avneet Grewel





Initial Photographs for Natural Forms. Sajaan Chadha



Contextual Studies from Aaron Sihota and Natalia Stepan

Engaging Year 7 and 8 students with TikTok art challenges.
 Submissions from: Riya Joshi, Tyler Spring, Harini Venkatesh





Promoting good mental health through art therapy. Here are some examples of Zentangles by Nadia Plewa and Esha Padda



Year 9- Still life pen drawings:
Akshata Lukkundi, Jia Ghai, Andre Mingle, Riya Mirashi, Safiya Khan & Karamveer Matharu.



Fabian Draiman in year 8 challenged himself by creating a digital drawing, well done Fabian!

Student Rewards

Over 600 students were nominated this week by school staff, in recognition of their efforts with remote learning – another truly outstanding achievement.

A huge well done to the winners, those nominated and the nominees.

Winners		
Student name	Year group	Subject area
Romanna Tomaschuk	7	Maths
Cara-Rose Green	7	Geography
Mubeen Ahmed	8	Maths
Harini Venkatesh	8	Library Challenge-English
Sajaan Chadha	9	Maths
Kajol Sharma	9	Photography
Hayley Mokiwa	10	French
Mia Kalyon	10	Geography
Zulfa Said	11	Maths
Serina Parathithasan	11	Maths
Sydnee Burton	12	Sixth Form
Humna Mujib	12	Chemistry

Literacy Support

Lockdown Library

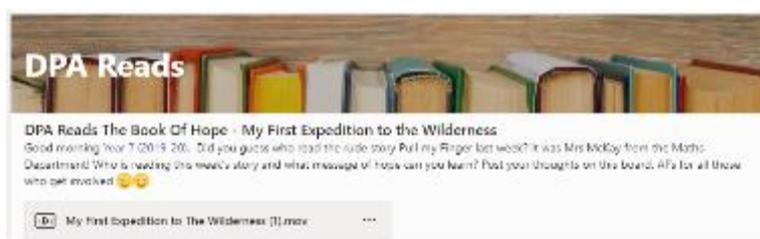
Our Lockdown Library this week pays homage to 'Refugee Week', and offers a really useful Q&A guide on refugees from 'Refugee Action'. You will also find a link to Refugee Week's 'Simple Acts' campaign, which offers ideas on 'simple acts anyone can do in order to stand with refugees, make new connections in communities and provide inspiration to imagine a better world'. (*Attached as a separate document.*)

A booklist link has been provided from Booktrust on the theme of refugee and asylum seekers, with recommendations for both younger readers and teenagers.

Lastly, the Lockdown Library has included two very powerful pieces of writing, both so very timely in our current climate. Bali Rai, an English writer of Punjabi heritage, writes in 'I Am' of the right of everyone to be treated as a human being with dignity; Edmund de Waal, whose family were refugees from Nazi Europe, writes in 'Books', about how we can find companionship, identify and belonging through books and libraries.

DPA Reads Book of Hopes

This week's reading from the Literacy Trust's *Book of Hopes* features Eton House Leader Mr Tattersall, from the PE and Science Departments, reading 'My First Expedition to the Wilderness'; take a moment to have a listen as it's a wonderful reading and a great story.



Family challenges

- **Simple Act** Learn about the refugee artists who have helped shape UK culture through Counterpoints Arts' [Traces Project](#)
- **Listen to songs** Refugee Week 2020 – imagine: [Spotify playlist](#) by Mohammed Yahya
- **Art Gallery** Enjoy the wonderful ['Between These Folded Walls, Utopia'](#) exhibition, portraits by Cooper & Gorfer imagining a future built by young migrant women

Maths anagrams challenge

Last week's answers – how did you get on?

Questions	Answers
REPRMEITE	Exterior
SADRIU	Radius
AIDETERM	Diameter
EARPALLL	Parallel
RREPECNDPIULA	Perpendicular
TERVEX	Vertex
JUSTECB	Subject
AVRELABI	Variable
NAOTEUQI	Equation

This week's challenge!

Questions	Answers
OCHDR	
TAGTENN	
CAR	
DEEPS	
RATGIEND	
VEERAAG	
GIOLKMAR	
AUILQETELAR	
REVITALC	

- **Learn another poem.**

This week's poem comes from the wonderful Dr Benjamin Obadiah Iqbal Zephaniah. Born and raised in Birmingham, Zephaniah has been writing poetry since his earliest moments. His poetry combines music and strong influences from Jamaica, and his aim has always been to popularise poetry and to bring poetry to the masses.

He is also a highly distinguished children's writer, publishing both novels and poetry for younger audiences, writing about everything from 'Talking Turkeys' to gun crime and bullies and racism.

Here, he presents 'The British' in the form of ingredients for a recipe!



The British (serves 60 million)

By Benjamin Zephaniah

*Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.
Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.*

*Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.*

*Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,*

Combine with some Guyanese

And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,

Iraqis and Bangladeshis together with some

Afghans, Spanish, Turkish, Kurdish, Japanese

And Palestinians

Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish

Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,

Serve with justice

And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

Stay in touch

Please do stay in touch via our Twitter feed @DPASlough and our school email office@dittonparkacademy.co.uk

Stay safe and stay well.