

Trinity All Through School

Primary Phase

Leahurst Road
Hither Green
SE13 5HZ
Tel : 0208 325 4551

Secondary Phase

Taunton Road
Lee
SE12 8PD
Tel: 0208 852 3191

Website

Trinitylewisham.org

Executive Headteacher

Mr. David Lucas



Dear Trinitarians

I hope you are all well and safe. We have had a fantastic week learning at Trinity. Our attendance rates of pupils taking part in our online learning are up to 85% in the Primary Phase and over 92% in the Secondary. We have a large number of pupils in school for our Key worker and vulnerable provision and also do contact all our families not able to engage with the on line learning to offer as much support as we can. We are offering paper packs and other support mechanisms to ensure all our pupils are able to learn and progress whilst not in school. We have also already lent out over 140 electronic devices across the school. Our allocation from the government was 100, on top of this we have been able to get support from PAFT and use other funds to continue to support our community where possible. We are currently running a pupil and parent survey of those in the secondary phase, and increasing our pre-recorded learning opportunities for the primary phase. We are constantly improving our provision to meet the needs of our pupils. Our daily pupil meetings with their class teacher or family group leader is vital at monitoring pupils engagement and wellbeing. We have already run a year 9 parent evening event and are about to run our year 10 parents evening remotely as well. Year 11 families will be getting engagement trackers weekly so they can monitor progress over the next few months as we collect evidence to form the basis of their GCSE grades. As you can see we are definitely not sitting still...

Wednesday 27th January is the Holocaust Memorial Day. This is to remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi persecution and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur. The 27th of January marks the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp. Our world often feels fragile and vulnerable and we cannot be complacent. In the UK, and around the world, prejudice and the language of hatred must be challenged by us all. The school will be running activities during this week to mark this day and to get us all to think further about what we can do to improve the world and community we live in. Understanding the atrocities of the past, recognising the innocent people who suffered, and learning about the actions which led to the Holocaust can ensure we don't forget and it is not repeated.

We do not have information from the DFE yet on when schools will return. They did say they would let us know in the next few weeks before February half term to ensure schools have time to plan. We will find out at the same time as you and will keep you informed of any decisions we make straight away. Please enjoy the weekend and continue to stay safe.

Take care
DAVID LUCAS

Executive Headteacher
Trinity Church of England School, Lewisham
An All-Through School
020 88523191
www.trinitylewisham.org

this issue

Information, Events & News

Chaplaincy Competition **P3**

How Vaccines work **5-6**

REMOTE LEARNING **P9-10**

Learn to cook : PRIMARY & SECONDARY **P13**

PRIMARY PHASE



Head of School
Primary
Mr. Darren Janes

Dear Trinity families,

Thank you all for another wonderful week of remote learning.

We have been busy looking at attendance percentages across remote learning and our onsite provision. We currently have 85% attendance across the week and know this will improve week on week as we continue to distribute technology to those families who need it.

Teachers have been really impressed with learning submitted to Class Dojo. If anyone has any difficulty with this, please inform the office or your child's class teacher, as we love seeing all pupils' learning and giving them bespoke feedback. It really helps with motivation too!

It was absolutely lovely seeing so many families this afternoon in our first whole school celebration worship. This will now be a weekly event. It will be a time when we can all come together; feel as one as a community; and celebrate our successes. We have most certainly missed having a collective dance every Friday as this is one of the special traditions we have as a Trinity family. If you have any song suggestions, please let your teachers know!

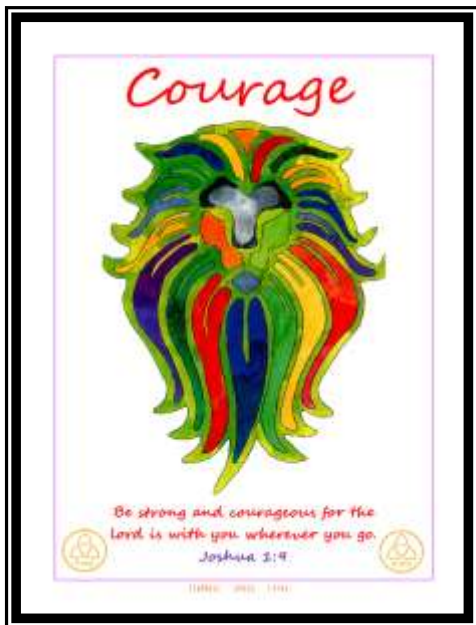
Each week, we will include two badge winner's learning on this page so keep your eyes peeled for future achievements.

Head of School,
Primary Phase
Trinity all Through School

CELEBRATION WORSHIP — SPOTLIGHT ON TWO STARS

Congratulations to all badge winners this week. Our two spotlighted winners this week are Ajeen from 6A and Lulu from 2S.





Chaplaincy competition

Are you creative? Are you a terrific Trinitarian?

Over the next 3 weeks we are launching our through school Courage Project. All you need to do is create an image, or project which represents our theme of courage. It might be a poster, a 3D model, it can be anything you wish that shows what courage means to you. All you need to do is get creative and send in a photo of your project to Miss Alder and then the winner will receive a selection of goodies including amazon vouchers.

This competition is open to everyone in reception up to year 11. Good Luck and get creative!

Deadline: half term the winner will be announced after the half term break



Notices:

- Thank you to those who have submitted your advent entries in, there is one more week to go! Get them in
- Virtual primary faith team meeting on zoom: Monday 12pm – 12:30pm
 - Topic: Faith team
 - Join Zoom Meeting

- bIVPbUtNK3dZTIJsc0g2 QT09
- Meeting ID: 999 3201 8369
- Passcode: 1zbKF4

- Virtual parent prayer groups: Thursday 28th January 9:15am

- Topic: Parent Prayer Meeting
- Join Zoom Meeting
- <https://zoom.us/j/95622348561?pwd=eU1LcU1iS>
- UVybkdMYYxdZMjA5V3l RQT09
- Meeting ID: 956 2234 8561
- Passcode: 8AQuzu

- Virtual zoom worships for KS1 [10am] and KS2 [9am] – see Class Dojo for the zoom links

Being courageous and standing up for what is right and the importance of saying no was our theme at the secondary site this week. The courage to say NO, no to poverty, no to homelessness, no to unkind words and trying to encourage one another to be kind, be loving and live out the teachings of Jesus. We focused on the verse:

'We urge you, brothers and sisters, encourage the disheartened, help the weak, be patient with everyone. Make sure that nobody pays back wrong for wrong, but always strive to do what is good for each other and for everyone else'

In our primary zoom worship, we were joined by Mother Juliet and focused on the story of David and Goliath. We reflected on why people thought David could not win, about how David was courageous and whether our primary Trinitarians had ever stood up for what was right. We then offered up our challenges and difficulties to God knowing that we can ask God for help just like David did.



Virtual School Library

Free reading and writing activities from your favourite children's authors from the National Literacy Trust.

Having access to a school library is really important for children. School libraries nurture a love of reading that can enrich children's literacy skills, academic achievements and mental wellbeing. This Virtual School Library will complement existing school libraries and will ensure that children have access to the magical world of stories all year round, whether they are learning at school or at home.

Every week a popular children's author or illustrator will provide you with free books, exclusive videos and their top three recommended reads.

Oak National Academy has worked with brilliant publishers and inspiring authors and illustrators to ensure that the books and activities in their [Virtual School Library](#) will support children's wellbeing through reading.

The site also has many online lessons and quizzes related to the curriculum for all Key Stages.

Join your local library service to discover hundreds more books and e-books to borrow for free, and take part in fun online activities.

Keep calm and carry on reading!

OTHER FREE BOOKS

Ballet Shoes by Noel Streatfeild

This was my own favourite story when I was young. It's about three adopted sisters, Pauline, Petrova and Posy who all go to stage school. Pauline wants to be an actress, Petrova wants to be a motor mechanic and Posy wants to be a ballet dancer. I've read it at least 10 times!

The Explorer by Katherine Rundell

This is an exciting compelling story about four children in a plane crash in the Amazon. The children seem so real you believe in them utterly. By the time you reach the end you'll understand why the book has got a perfect title.

Do you speak chocolate? By Cas Lester

I love this very contemporary story about two girls making friends at school – though they don't speak the same language. Chocolate proves a brilliant way of connecting! As in most friendships, there are hitches and misunderstandings – but there's a very happy ending.

Download the activities

Activity Pack :

https://library.thenational.academy/media/documents/MMTB_ActivityBooklet_Inside4_pages.pdf

Word Search:

https://library.thenational.academy/media/documents/TB_Activity_Sheet_1_Wordsearch.pdf



ALL PARENTS

Our first Virtual School Library author of the week is Jacqueline Wilson!

You can read her most popular book, *The Story of Tracy Beaker*, for FREE. Find out more about Jacqueline's inspiration for writing in an exclusive video and download fun activities to try at home, including a mask, a wordsearch and a brilliant quiz.

[Virtual School Library](#)

<https://library.thenational.academy/spend-time-with-tracy-beaker-and-jacqueline-wilson/>

Covid-19-The Disease

How the current vaccines work:

Most of the vaccines developed so far have focused on gaining immunisation using the spike protein. The virus uses this spike protein as its key to enable it to enter human cells. The vaccines deliver components known as antigens made of inactive genetic material derived from the coronavirus. They then prime the immune system against infection for specific diseases.

Once the vaccine enters the body and delivers the antigen, the immune system recognises the antigens as 'foreign' to the body and respond to them by making antibodies and memory cells (T-cells) When memory cells meet the antigen again (either as a natural infection or in a booster dose of vaccine), specific antibodies are produced even quicker and in greater numbers than during the first response. They therefore provide an early defence by preventing the organism from replication further and preventing disease from developing. This response is similar to the response made to natural infection. However, there aren't risks of the disease itself because there is not a live as organism in the Covid-19 vaccines. The first two vaccines launched in the UK both target the Spike (S) protein.

Neither vaccine is a live vaccine, so neither can give you Covid.



The Pfizer BioNTech vaccine uses mRNA:

mRNA vaccines use the pathogen's genetic code as the basis of the vaccine. It contains the genetic sequence (mRNA) for the spike protein found on the surface of the coronavirus. This mRNA is wrapped in a lipid envelope to enable it to be transported into the cells in the body.

The genetic code is generated in vitro in the laboratory and does not contain any live derivatives of the virus. It is grown in lipid nanoparticles. This element of the synthetic mRNA will degrade within a few days, having triggered an immune response to Covid-19 in the recipient. When the vaccine

is injected into the body, the mRNA is taken up by the recipient's cells. These translate the genetic information and produce spike proteins on their surface. This stimulates the immune system to produce antibodies and activate T-cells which prepare the immune system to respond to any future exposure by binding to and disabling virus trying to enter the cells.

There is no whole or live virus involved. The vaccine cannot cause disease. This vaccine is the first to have been released and has been tested in over 44,000 adults and is now widely in use worldwide.

The Astra Zeneca COVID-19 vaccine uses an adenovirus vector

The AstraZeneca vaccine is a viral vector vaccine that uses a weakened chimpanzee adenovirus as a carrier to deliver the SARS-CoV-2 antigen to the recipient. The adenovirus has been modified so that it cannot replicate (grow and multiply by making copies of itself) in human cells. It is therefore not possible for it to cause any disease. The vaccine has been made by inserting the genes that encode for the spike protein on the SARS-CoV2 virus into the adenovirus's genetic code.

The adenovirus vector is grown in a human cell-line (HEK293). The ChAd is a non-enveloped virus, and the glycoprotein antigen is not present in the vector. The antigen is only revealed once the genetic code within the vector enters the target cells. The vector genes have been further modified to ensure it can't reproduce itself, and to enhance the immune response.

When the vaccine is injected, it enters the host cells which then manufacture the spike protein. This then stimulates the immune system which reacts by producing antibodies and memory cells to the virus, without causing any disease.

Why vaccines are important

Vaccination is the only way of quickly protecting the most vulnerable in our population. Therefore vaccines are our quickest hope to return the world to some form of normality. The Joint Committee on Vaccination and Immunisation (JCVI) has recommended that the NHS offer these vaccines to those at highest risk of catching the infection and of suffering serious complications if they catch the infection. This includes older adults, frontline health and

social care workers, care home residents and staff and those with certain clinical conditions. When more vaccines become available, the vaccines will be offered to other people at risk as soon as possible. A full list of the priority groups is published on the Government website and your GP can advise if you are eligible.

The safety profile of the vaccines is excellent. The most likely side effects are a sore arm, and possibly fever, headache and tiredness – all of which will resolve within around 48 hours. Other side effects are extremely rare.

Who cannot have the vaccine?

The vaccines do not contain living organisms and so are safe for people with a weakened immune system. However, these people may not respond as well to the vaccine. If you have severe allergies to a component of the vaccine it would be inadvisable to have it. You will be advised to have the Astra Zeneca vaccine if you have had a previous unexplained severe allergic reaction. On the condition that you are pregnant, planning a pregnancy or breastfeeding, the vaccine is not contra-indicated. However, it is important that you read more detailed information in www.nhs.uk/covidvaccination and discuss your decision with your doctor.

How long it takes to be protected

For the Pfizer vaccine



Short term protection starts from day 10 of the vaccination and between days 15 and 21 it is estimated to be at 89% Published efficacy after one dose is at 52.4%

Two dose administration has been demonstrated to have an efficacy of 95%

For Astra-Zeneca's vaccine



Neutralising antibodies are induced at day 14 and 28 after the first vaccination. Specific T-cell responses are also induced after a single immunisation and were

maintained by the second dose. Neutralising antibody responses are seen 2

weeks after the booster dose. Peak T-cell responses are seen 14 days after the first dose. High protection against hospitalisation was seen from 21 days after dose one. Therefore, it is thought that a single dose will protect against severe disease. It appears that just one dose will still give around 73% protection against symptomatic disease. Both vaccines require a second booster dose to gain the maximum immunity. In the UK, after the initial vaccine, most second doses will be given about 3 months later Remember – no vaccine is 100% effective.

Vital to continue with infection control measures:

No vaccine is 100% effective and they do all take time to build an immune response. Therefore, it is really important to

- continue with social distancing,
- wear a face mask,
- continue with vigilant hand hygiene and
- follow current guidance

What to expect when you attend for your vaccination:

You will have received a phone call or letter from your GP requesting you attend. Tell your GP if there is a problem and you can't attend

Please attend your appointment:

We are working to manage patient numbers to ensure social distancing. Vaccine doses must be used within the necessary time frame (usually within hours of being prepared). Therefore, a vaccine will potentially go to waste if you do not tell us/attend

What to wear:

You will usually be initially greeted outside (or in a well-ventilated area). Please wear layers so you are warm enough. We will be injecting into your upper arm – you can decide which one. Please wear appropriate clothing to ensure we can easily access this area, without you needing to fully undress

What we will need to know:

1. If you have received a vaccine for anything else in the last 7 days (this is unlikely to exclude you from receiving the vaccine, but it is important to know)
2. We will ask if you are well (minor non Covid symptoms will not preclude you from receiving the vaccine), we will also ask if you are experiencing fever, cough, loss of taste or smell at the moment.
3. Whether you have ever had a severe allergic reaction – to any ingredients in the Covid-19 vaccine, any drug or any other vaccine?
4. Have you had a previous unexplained anaphylaxis reaction? – If yes – the Astra Zeneca vaccine will be advised
5. Could you be pregnant? – This is not a contra indication to you receiving the vaccine, but important to know.
6. Are you taking warfarin or another anticoagulation (blood-thinning) medication or do you have a bleeding disorder? – If you are, you will need to bring your most recent blood clotting INR result so we can check it is okay.
7. Have you taken part in a Covid-19 vaccine trial? – Helpful for our records.
8. Have you had a positive test for Covid-19 in the last month? – important for our records

What will happen:

You will receive an information leaflet Advice on possible side effects – pain/redness at the injection site, headache, fever and tiredness. Paracetamol can help with all of these

You will wait to be called in to have your vaccination.

The vaccination itself will only take a couple of minutes to administer.

The nurse or vaccine administrator, will check your name again, and ensure you don't have any further questions and remind you of the possible side-effects.

They will also remind you which vaccine you are about to receive and will help you get comfortable, ask which arm you would like to be vaccinated in and give you the jab. They will hold cotton wool to the injection site for a few seconds following the injection, however you are unlikely to need a plaster as most people do not bleed.

A small card or sticker will be given to you, which will have vaccine details

You will sit in the waiting area for 15 minutes before going home if you had the Pfizer vaccine. This is so we can keep an eye on you as very occasionally people can feel a bit light-headed immediately following this vaccine.

Your GP will get in touch to let you know when to attend for your second vaccination. Please ensure you keep this appointment too. It will be in about 3 months' time.

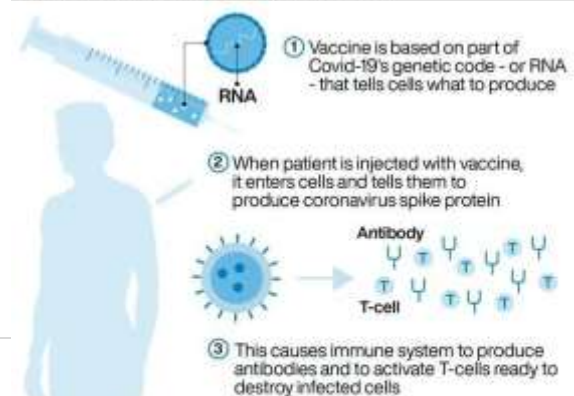
It is not possible to catch Covid-19 from the vaccination

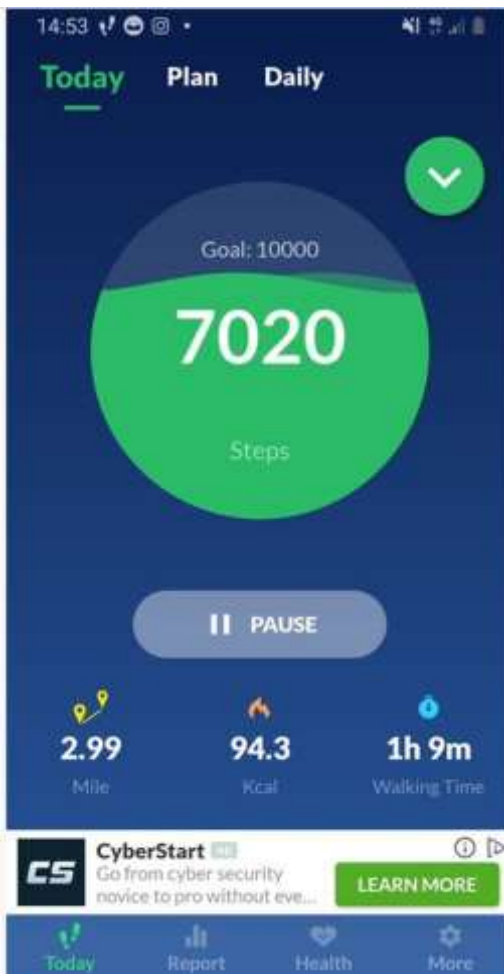
However, it is possible that you may have caught Covid-19 prior to your vaccination or before you had built up your immune response. Therefore, it remains really important to stay vigilant and if you develop any possible Covid-19 symptoms, to stay at home and arrange a test.

It will take time for the vaccination programme to make a tangible difference to the amount of disease in the population

It is vital to continue with infection control measures: social distancing, hand and respiratory hygiene and protect yourself, others and the NHS.

How the RNA vaccine would work





AT HOME PHYSICAL ACTIVITIES

Every week in PE we are giving students the opportunity to take part in one of the many workout videos that we share or for them to take part in their own exercise. Well done to Leslie Fortes in year 10 who has so far achieved the most steps this week. Being active is so important and this is a great way to get active. The competition is on Can anyone beat his score next week? Please send your steps to your teacher by the end of your PE lesson.



HOUSE CHALLENGES

We will start to run House competitions every Wednesday morning during FG for students from Y7-10- **Starting WEDNESDAY 3rd February 2021**

Mr Cruz will organize activities to be posted at the same time in the four house channels at 9:05am to make competition fair. There will be two types of activities, one general knowledge task to be completed by 9:15am and another one called weekly challenge, it will be more complex, and should be done outside school hours and away from electronic devices.

Points will be awarded in different ways such as correct answers, participation numbers (including members of staff) and sometimes quickest reply.

Please do participate, it will be something fun!



Remote Learning Questionnaire for Parents/Carers For Year 7 – Year 11

Earlier this week we published on WEDUC a questionnaire for parents to complete. Your feedback is vital in providing information on determining which areas of our remote learning programme requires more attention. Without your input we will be unable to assess what areas need improvement, how you as parents are coping with work and home schooling, do you have the right equipment/devices etc. We would appreciate your feedback on our remote learning provision. If you have more than one daughter/son attending Trinity please complete a separate questionnaire for each of them.

Please click on the link to access the survey –

<https://docs.google.com/forms/d/e/1FAIpQLSf95B07CYIHSr1OYybKwlezN73NCh3UzsTRHskuKGE1piEGOG/viewform>

Remote Learning Questionnaire for Pupils Year 7 – Year 11

Also earlier this week we published on WEDUC a questionnaire for pupils to complete. Their feedback is also vital in providing information on determining which areas of our remote learning programme requires more attention. We need to know if pupils have adequate electronic devices to access on-line lessons! Do they have subjects that they are struggling to cope with! Where can we help!

As parents/carers can we ask that you remind them to spend a few minutes and complete the survey and submit it back to us.

The survey link is as follows (and is also on WEDUC)

https://docs.google.com/forms/d/e/1FAIpQLSczUz7ioXtuxr4tQIAWeK5F-7W0V6LiB0LXSiEhe2IoLuy1IQ/viewform?usp=sf_link

Feeling daunted by the return to remote teaching? Here are some of the basic research-informed principles that can parents and carers to navigate learning at home.

While remote education know-how has increased exponentially over the course of the last year, teachers and parents alike may still feel that blended learning is outside of their comfort zone for many reasons. This article looks at ways in which parents and carers can apply the principles of learning into the home environment.



Reboot their brain

Teachers are in the business of learning and because of teacher-researchers we now know even more about effective ways to help children learn. However, parents and carers also have a vital role to play in supporting children in managing and computing learning.

Evidence tell us that pupils should encounter new concepts and content on at least two to three occasions before they can really begin to learn it (Karpicke, 2009). Some studies have shown that the most effective teachers understand the value of practice and may start lessons with a five to eight-minute review of what has been previously learned.

Whilst most families do not consist of qualified teachers, there are some practical and helpful actionable steps that parents and carers can take to help children review their learning:



Ask your child to talk you through aspects of their learning, including that which they have struggled with. It isn't about providing the answers, but instead this helps you take a note of what they are

struggling with so you can communicate this with teachers in school.

Ask your child to review two to three concepts or skills that have been practised as part of virtual learning at home. Invite them to teach you about these skills and allow them to be the expert.

Invite teachers to share with you the concepts that they want your child to overlearn so that you are aware which topics your child needs to spend more time on. Practice makes permanent – don't worry about your child learning the same content again and again!

Question, question, question

Questions are a key tool for every parent and educator and you don't need to be an expert educator to start using expert questions. Professor Dylan Wiliam talks about how effective teachers make use of "hinge questions" to deepen learning (2015).

A hinge question is used by a teacher when a child reaches the "hinge" point in their learning. Usually students' responses then provide the teacher with valuable evidence about what the children understood, what they struggled with and what the teacher may need to do next.

Teachers are not expecting your house to be filled with hinge-questions, but questions and considerations like those below could be beneficial to help deepen your child's learning:



Ask your child to provide a 60-second summary of something that they have learned from the day or around a given topic.

Ask your child to design a multiple-choice quiz based on something they have learned and then get them to test you on it. Repeat it back to them and test them on it a few days later to help the learning stick.

Cut an A4 piece of paper into squares. Ask your child to write key words on one side and the definition on the other. Then test your child on the word or definition for five to six-minute sessions to help the learning stick.

You could also make use of binary questions (these are the questions that usually require a yes

or no answer). Two options are: Do you agree with the statement that... (chose something from their learning resource)? Do you think you will remember this tomorrow?

Megabite their learning



Research has shown that your child's learning will be more effective when the information is made more manageable and put into bite-sized chunks or segments. In doing this, it means that your child's brain is not over-loaded with content, new activities and information all in one go. Your school may assign some amazing activities for your children to do, but this does not mean that they should all be done in one sitting.

Similarly, research has shown that learning in collaboration with others can be really effective if it is done properly. If learning tasks are shared with peers, siblings or even parents then this can help spread the cognitive processes and manage the learning (Kirschner et al 2009).

Consider the following when helping to facilitate home learning for your child and supporting their teachers:

Manage the activity schedule for your child and co-design an outline timetable for the day. This will help your child to know what new topics they will access and when. Be mindful of them doing too much in one sitting.

Spend a little time at the end of a day reviewing what they are due to learn the next day or recap with them for 10 minutes what learning tasks they did in the day.



Make a cup of coffee and take 10 minutes to review any teacher explanations in the resources for subjects you know your child is struggling with. This will mean you are able to more clearly explain it. If in doubt, YouTube et al are filled with some great examples of teachers explaining new concepts.

If you are concerned that your child is not able to manage the learning, then speak to their teacher. Remember, teachers are still adjusting to these uncharted times and will appreciate your expertise, as you know your child better than anybody else.



Unplug the distractions

On a similar note is the topic of distractions. In the modern world we talk a lot about multi-tasking, but our brains are never actually focusing on two tasks simultaneously, instead they are splitting the focus between the two different tasks. Split attention can be detrimental to quality, memory and the accuracy of instruction.

While you may not have a school classroom annex built onto your house or flat, you do have control over your home and it can be equally important. Distractions in the home environment can contribute to cognitive overload and split attention, both of which can affect your child's learning. For



example, electronic devices and mobile phones are no doubt a much-needed accessory to some children, but they can also get in the way of learning. Some research has suggested that the actual presence of a mobile phone can even divert our attention, even if we are not looking at it (Hyman et al, 2009).

Consider the following to help support your child's learning environment:



Cutting out additional noise: Your child may tell you that listening to music aids their learning, but it is probably diverting their attention. Consider how often they do this.

Create a designated space away from screens or excess noise for your child to focus on some reading or part of their learning.

Build time in the day for them to get fresh air and healthy eating. Challenge them to put their phones away, or to only have these at designated times so that they are not having their attention diverted (by social media and messages).

Circuit-break the day

Above all, build in breaks for you and your child throughout this academic year and throughout every day your child ends up home learning. There is a reason why schools have break times and timetables – it isn't just to keep children occupied!

Consider this ABC of routine home learning to help boost your child's wellbeing and learning:

Access outdoors: A 15-minute break in the garden or a brief walk down the street can make all of the difference.



Bites to eat: Remember to build time in for healthy snacks to keep your children nourished and to feed their minds.

Comedy and chats: In the current climate, it is essential that we act as circuit breakers for the anxiety, frustration and sadness that will inevitably affect so many children and families. It is imperative to encourage laughter and positive thinking for your child. A well-timed YouTube cat video or telling a child-friendly joke can set the right tone and mindset.





YEAR 10'S

Our Year 10 Envision Charity Apprentices carried on their group work remotely last Friday. They had a session over Teams with their Envision coach and are planning for a Charity Challenge with their business mentors in a couple of weeks. It was a great first remote session so well done team! To check out their chosen charity, search the internet for **Football Beyond Borders**.

<https://www.footballbeyondborders.org>

ENVISION

Envision was set up by four young people in 2000 to challenge the stereotype of 'youth' as apathetic and disengaged with the issues going on around them. Today Envision's programme supports 16-19 year olds across Birmingham, Bristol and London. Envision programmes help young people to design their own local community projects tackling issues ranging from street crime to climate change. Our programmes seek to provide individuals with a powerful and rewarding experience of making a positive difference. Thereby inspired by their experience, these people will be both willing and able to continue acting as effective role models for their communities wherever they are building powerful legacies of their own. T: 0207 253 1677 E: vision@envision.org.uk Web: www.envision.org.uk

The FBB Schools programme is built around the ongoing development of trusting relationships between our participants and our staff. We start to see strong improvements in participants' behaviour over the course of their first year of our programme, and these improvements become even greater in Year 2. This has led to the extension of our programme to 3 years, where everything we do supports a young person to achieve the outcomes of improved social and emotional skills and their GCSE Level 4 or above in English and maths.

Our FBB Schools programme has significant impact when measured against matched control groups:

- **42% fewer incidents of poor behaviour** from FBB participants who were paired with a Control Group students, where the Control Group received 13% fewer incidents

We have a greater impact when we have more time with our participants:

- **84% of participants** improved their behaviour in Year 2 compared with 68% in Year 1.
- **51% reduction in incidents of poor behaviour** for Year 2 participants compared with 20% for Year 1.

IF YOU'RE PASSIONATE ABOUT TRANSFORMING THE LIVES OF YOUNG PEOPLE THEN WE WANT TO HEAR FROM YOU. WE RELY ON THE SUPPORT OF OUR FRIENDS, RELATIVES, PEERS, PARTNERS AND COLLEAGUES TO DELIVER OUR PROGRAMMES TO MORE THAN 1000 YOUNG PEOPLE ACROSS THE UK. TO HELP US ON THAT MISSION, JOIN THE FBB FAMILY AND BECOME A COMMUNITY SUPPORTER TODAY.

If you're interested in having a call to find out all the benefits of supporting FBB, contact jreeves@footballbeyondborders.org.



Dear Trinity Family,

I am delighted to announce the final amount raised by two events before Christmas holidays. We raised a total of **£645.37** and will be divided among the 8 selected charities.

January score board is updated, Zadkiel made a huge improvements to move from 4th place in November to top spot. Congratulations to all members showing resilience during the last events.

Finally, we are excited to announce weekly House challenges every Wednesday during Family group time. Students from Y7-10 must register with their family group leader and join their House group on TEAMS.

Houses will be awarded points according to number of participants and correct answers. Watch your House TEAMS group in the next few days for more information.

Kind regards;

Mr Cruz

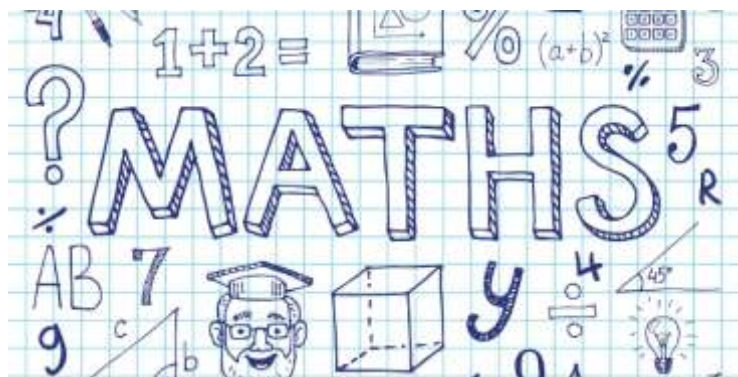


Trinity House Score Board		Jan-21		
	Gabriel	Michael	Raphael	Zadkiel
Wear RED day	5	10	7	3
Trinity Staff Quiz	3	10	7	7
English Challenge	10	5	7	3
Battery Hunt	7	3	5	10
Maths Challenge	5	10	3	7
"Wall Sit" Challenge	5	7	3	10
Copper Coin Charity Event				
	7	3	5	10
Student Survey	5	7	3	10
Non-Uniform Day Charity event				
	3	7	5	10
TOTAL	50	62	45	70

	Local Charities	Donation 16.12.20 Christmas Jumper Day	International Charities	Donation 18.12.20 Non-Uniform Day	
Gabriel	Youth First	<u>£120.52</u>	International Agency for Research on Cancer - (IARC)	<u>£40.20</u>	
Michael	Smart Choices	<u>£41.20</u>	UNICEF	<u>£61.20</u>	
Raphael	Feed The Hill	<u>£46.68</u>	Wings of Healing	<u>£58.26</u>	
Zadkiel	Jimmy Mizen Foundation	<u>£192.26</u>	Water Aid	<u>£85.05</u>	
	TOTAL	<u>£400.66</u>	-	<u>£244.71</u>	£645.37

Calling all Trinitarians in both Primary & Secondary phases – DO YOU WANT TO COOK!

YOUR MARVELLOUS MATHS WEEKLY ROUND-UP



Recipe of the day is back although in a slightly different format to what was provided during LOCKDOWN ONE. Every FRIDAY 3 recipes will be published on WEDUC for you to try over the weekend or for supper the following week. I will include: A **No cook** recipe, a **quick & easy healthy** recipe and a recipe that may take **longer** to prepare or cook. You'll see some of your old favourites (back by popular request) and some new ones. I hope that you will find these relaxing do make **after** a long week attending live lessons. As usual, if you make anything, please send pictures in and we'll make sure they are published in the newsletter.

It is important that if you are a pupil wishing to cook that you do this with an adult who can supervise you. **DO NOT COOK WITHOUT ADULT SUPERVISION OR PERMISSION.** These recipes are not part of the Food Preparation and Nutrition lessons being taught by Miss Hollett, they are available for anyone to use, including parents, governors and Trinity staff and hopefully will provide you with a fun activity at the weekend that you can eat!

Each of the rectangles to the left has a length of 4cm and a width of 2cm.

Each rectangle meets other rectangles perfectly aligned or exactly half way along the other.

How large is the shaded area in cm²?

Extension:

- Make your own messy set of rectangles and draw an area to find. Can you make a harder question?
- Imagine the diagonal lines on the outside of the shape extended and met to form a quadrilateral. What would the area of the quadrilateral be?

WOMEN IN MATH

THE LIMIT DOES NOT EXIST

This podcast is an effort to promote visibility of women in mathematics

<https://soundcloud.com/damien-adams-662584563/episode-13-katherine-johnson>

National
Portrait
Gallery



StayAtHome

Download the free activity book: **Playful Portraits** from the **National Portrait Gallery**. Containing things to do, draw, watch and make for the whole family, **Playful Portraits** explores the rebels, believers and dreamers, the people who pushed against boundaries and got amazing things done including Malala Yousafzai, Zaha Hadid, Harold Moody and Nick Park. You can download the whole activity pack or explore each individual online.



Royal Observatory Greenwich

Visit the **Royal observatory Greenwich YouTube** channel and take a journey through time and space and explore our wonderful universe. Discover where space begins, what makes the universe colourful and what is gravity or learn about rogue planets, black holes and volcanoes in the solar system. Watch videos, animations and hear the Observatory's experts answer some of the biggest questions. So whether you are an astronomy wiz, or barely know one end of a telescope from the other, there's something here for everyone!



What Is Gravity?



Observatory Online: Black Holes



What is Light?

Visit: <https://www.youtube.com/c/RoyalObservatoryGrnwich/videos>



Join the ground breaking dance company **ZooNation** as some of their incredible artists bring you a series of high energy dance classes to take part in at home. These weekly sessions are an ideal opportunity to learn something new and improve your Hip Hop moves. From popping and locking to yoga and body maintenance, each class explores different techniques that inspire ZooNation's signature style.



Visit: <https://zoonation.co.uk/learning/zoonation-dance-on-demand/>

In crisis? Need support?



Text **AFC** to 85258

Text the free, anonymous crisis textline

All texts

An introduction from our Patron,
HRH The Duchess of Cambridge

// As parents, we all want our children to have the best possible start in life. Encouraging children to understand and be open about their feelings can give them the skills to cope with the ups and downs that life will throw at them as they grow up.

It's important that our children understand that emotions are normal, and that they have the confidence to ask for help if they are struggling.

This is why I am proud to support the *You're never too young to talk mental health* campaign by the Anna Freud National Centre for Children and Families, which is being rolled out across primary schools this autumn.

The campaign's resources are excellent tools to support parents. They demonstrate how we can help children express their feelings, respond appropriately, and prevent small problems from snowballing into bigger ones. //



What is mental health?

- ★ **We all have mental health.** Mental health is about our feelings, our thinking, our emotions and our moods. Looking after our mental health is important.
- ★ **We all have small feelings every day:** These sometimes feel strong and overwhelming, whether happy or sad, but they go away before too long.
- ★ **Sometimes we experience big feelings:** These feel strong and overwhelming for a long time. They stop us doing what we want to in our lives.

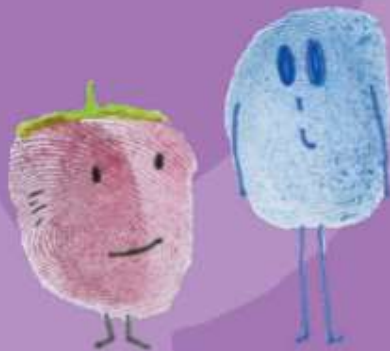




Anna Freud
National Centre for
Children and Families



You're never too young to talk mental health



Tips for talking for parents and carers

MENTAL HEALTH & WELLBEING

- 1 Make conversations about mental health a normal part of life:** Anywhere is a good place to talk; in the car, walking the dog or cooking together. Model everyday talk about feelings such as by talking about a TV character's feelings.



- 2 Give your full attention:** We all know it's horrible to be half listened to. Keep eye contact, focus on the child and ignore distractions.
- 3 Check your body language:** Try to keep it open and relaxed and make sure you come down to the child's level.


- 4 Take it seriously:** Don't downplay what the child is saying or tell them they're "just being silly". Resist the urge to reassure them that everything is fine.
- 5 Ask open questions:** Such as "How did your day go today?" This will help to extend the conversation.
- 6 Calmly stay with the feelings that arise:** It can be our automatic reaction to steer away from difficult emotions.
- 7 Offer empathy rather than solutions:** Show that you accept what they are telling you but don't try to solve the problem.


- 8 Remember we are all different:** Respect and value the child's feelings, even though they may be different to yours.
- 9 Look for clues about feelings:** Listen to the child's words, tone of voice and body language.
- 10 Some ways to start a conversation about feelings might be:**
 "How are you feeling at the moment?"
 "You don't seem your usual self. Do you want to talk about it?"
 "Do you fancy a chat?"
 "I'm happy to listen if you need a chat."



In need of housing advice?

Tell clients to search 'Shelter housing advice' for: 

Housing advice


- Information and guides
- Searchable by topic
- Available 24/7

Webchat

- Fast, personalised advice
- Links to further information
- An emailed copy of your chat

Help us reach more people in urgent housing need. Please only refer clients to our emergency helpline if:

- they're homeless or likely to be homeless within 56 days
- they're at risk of harm

Access our online advice and emergency helpline at shelter.org.uk/get_help 

Shelter