



DEAN TRUST Rose Bridge

NEWSLETTER

Headteacher Message

After instruction this week from Wigan Council face coverings should be worn by staff, visitors and pupils in Dean Trust Rose Bridge when moving around in corridors and communal areas where social distancing is difficult to maintain. It is not necessary to wear face coverings in the classroom, where protective measures already in place mean the risks are lower. We also do not want to inhibit teaching and learning. If you have any queries regarding your child wearing a mask please contact their Head of Year.

Year 11 have begun their 'Lesson 7' timetable designed to enable pupils to catch up on learning lost during Lockdown. It is vital that pupils attend these extra sessions put on by their teachers so they are adequately prepared for their GCSE examinations - your support is appreciated in encouraging your child to attend.



Lucy Cropper
Head of School



James Haseldine
Executive Headteacher

Open Evening

This year, our Open Evening looks a little different. Due to Covid restrictions, we're unable to host our usual event here at DTRB. Instead, we've worked hard to create a series of videos to support pupils and their families in understanding what life is like here at DTRB. Two of these videos are already online, and the remaining three will feature early next week.

For more information, scan the QR code here, or visit our website. If you have any specific queries, you can also email directly to Mr S Walsh (KS3 Assistant Headteacher) using DTRBTransition@deantrustrosebridge.co.uk



SCAN ME

Employee of the week

Mt Finnegan is our EOTW this week. He joined us as a new Head of Year his dedication to his year group and taking the lead on our remoting learning strategy by offering Google classroom training to all staff in his own time.

Word of the Week

Inspirational *adjective*

providing or showing creative or spiritual inspiration.

Challenge 1: Can you think of any inspirational quotes?

Challenge 2: Write an inspirational speech telling our Year 11s how to do well in their exams.

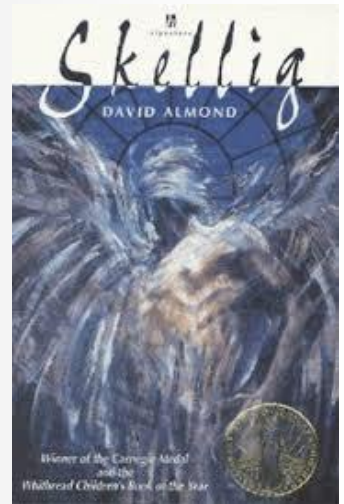


Book of the week

Book of the Week

This week's book has been around a few years and is really popular in school libraries. A winner of the Whitbread prize, the book is 'Skellig' by David Almond.

The central character is Michael, who has recently moved into a new house with his parents and his baby sister who is dangerously ill. Soon, however, he finds a strange creature living in the crumbling garage. Part spirit, part human, this creature is about to change Michael's life.



Are your details correct?

Do we have your correct details? It is very important, especially in the current situation that the school has your correct details such as phone numbers, email addresses and postal address. Please contact school with any updates.

01942 510712

office@deantrustrosebridge.co.uk



Year 11 Careers

During their Personal Development sessions, Year 11 are being given advice on how to apply for college and how to access upcoming open events.

A message from Bolton College: Due to the ton changing and uncertain times we find ourselves in, we have decided to cancel our proposed live open events on Tuesday 20th and Thursday 22nd October.

We will be running a virtual event in the week of the 16th November. More details will follow.

I am so sorry we have had to go down this route but the safety and security of others is our major responsibility.

Hope this makes sense and we will be in touch with further details.



Teaching and Learning Highlights

Self Assessment: This week staff have been show casing different ways they can encourage students to think like examiners and self assess their own learning. The English department have even used instruments!



Teaching and Learning Star of the Week

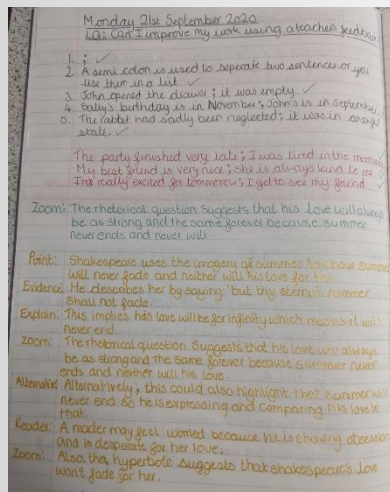
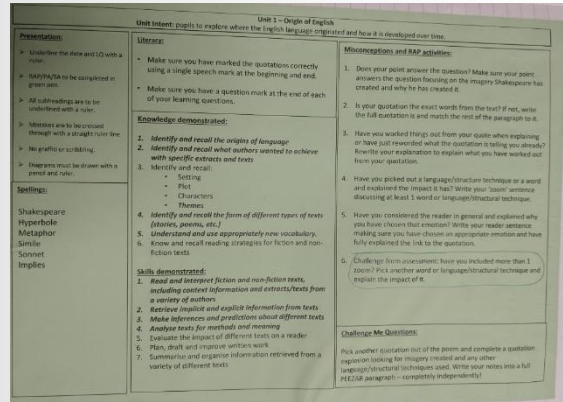
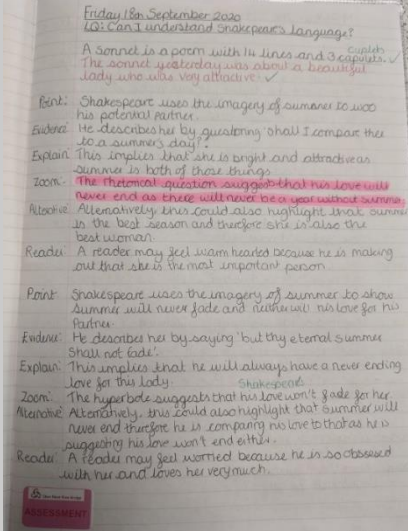


Miss Tunnicliffe is our T&L star of the week for her excellent RAP work the language of Shakespeare

Teaching and Learning Highlights

Staff have also been encouraging students to work together to produce whole class answers and model points before they complete their assessments and have used success criteria to allow students to re-draft and improve their work. Here is an example from English:

Class Model followed by Assessment (Red Zone)



Students compete their RAP activities including a redraft with spellings, literacy and RAP activity improvements (Red Zone)



The Red Zone: As part of our new lesson structure we have introduced Red Zone tasks. These tasks are completed independently with no teacher input or discussion to help build students resilience. Here are some examples from this week:

LQ: What was England like before 1066?

Red Zone

- You now need to write two PEE paragraphs about Anglo Saxon England.
- You have your handout and answers to help you.
- We have studied the hierarchy, village life, town life, the Witan or law and order – make sure you write about two of these.

Question: Explain what life may have been like in Anglo Saxon England (remember to use connectives).

.....

.....

.....

Humanities Faculty

Re-watch the video.

Its quite dull.

Make your own storyboard/ film strip of how you would present this video to make it more engaging.

How will need to include:

- How to carry out the experiment.
- Why you are using iodine, starch solution and amylose?
- How do you know the reaction has happened?
- Answers to the GCSE questions throughout the video.

Learning Question: Can you answer GCSE questions on Muslim Beliefs?

12 marker
3 clear developed reasons for
3 clear developed reasons against
A conclusion

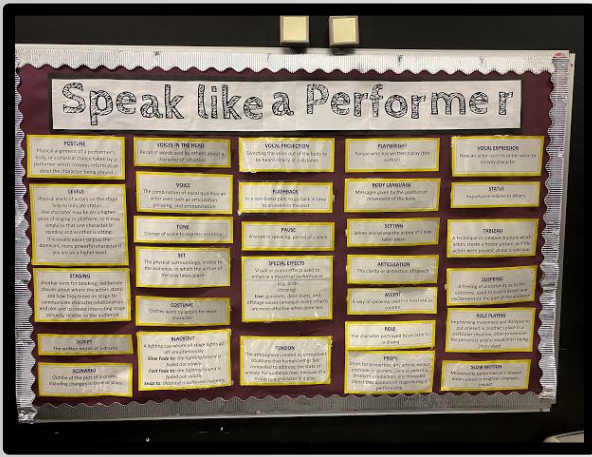
Some Muslims would agree Allah's Omnipotence is His most important characteristic because..... Furthermore..... (include a source of authority somewhere in there). As a result of this believe, Muslims.....

Other Muslims would disagree Allah's Omnipotence is his most important characteristic, they could argue it would be..... because..... Furthermore..... (include a source of authority somewhere in there) As a result of this believe, Muslims.....

In conclusion it would be fair to say that most Muslims.....

Handwritten student work for a learning question. The student has written a conclusion: 'In conclusion it would be fair to say that most Muslims...'. The work includes a diagram of a person's head with labels for 'Allah', 'Muslims', and 'Beliefs'. There are also several boxes containing text and diagrams related to the learning question.

Teaching and Learning Highlights



You will now choose a skill from the interactive word wall that you feel your group need to develop further and take this back to your group.





Once you have performed your scene you will reveal your skill to the rest of the class and they must evaluate your use of this particular skill within your performance.

As a group, you will then **accept, challenge or extend** the peer evaluation response.

Learning Aim A- Distinction criteria - Demonstrate disciplined and organised development of skills and techniques for performance during workshops and rehearsal.



COVID-19 (coronavirus) absence: A quick guide for parents / carers

What to do if...	Action needed	Back to school...
 <p>...my child has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	<p>...when child's test comes back negative and symptom free for 48 hours</p>
 <p>...my child tests positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms) • Inform school immediately about test results • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	<p>...when child feels better, and has been without a fever for at least 48 hours</p> <p>They can return to school after 10 days even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone.</p>
 <p>...somebody in my household has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Household member with symptoms should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	<p>...when household member test is negative, and child does not have COVID-19 symptoms*</p>
 <p>...somebody in my household has tested positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	<p>...when child has completed 14 days of self-isolation, even if they test negative during the 14 days</p>

* Symptoms include at least one of a high temperature; a new continuous cough; a loss of or change to your sense of smell or taste. See more at: ¹

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>



Test and Trace

23 September 2020

Dear parents and guardians,

This is an important letter to share some information on how we can work together to make sure we can continue to give children and young people the best education in the safest way possible.

One important part of ensuring the safety and wellbeing of pupils, parents and our communities is testing for coronavirus. We all have a duty to make sure that the right people have access to get tested at the right time. Every time a test is used inappropriately, a person with Covid-19 symptoms may miss out on getting tested.

Therefore, I ask that you all follow these principles:

- You should only book a test if your child has any of these three coronavirus symptoms:
 1. **a high temperature:** any new high temperature where your child feels hot to touch on their chest or back (you do not need to measure the temperature)
 2. **a new continuous cough:** coughing a lot for more than an hour, or three or more coughing episodes in 24 hours
 3. **a loss of, or change in, sense of smell or taste:** a noticeable loss of smell or taste or things smell and taste different to normal
- Your child **does not need a test** if they have a runny nose, are sneezing or feeling unwell but do not have a temperature, cough or loss of, or change in, sense of smell or taste because these are not normally symptoms of coronavirus.
- If you are unsure about whether to get a test, please check the official list of symptoms on the NHS website, which is reviewed regularly:
www.nhs.uk/conditions/coronavirus-covid-19/symptoms/
- Only the person with symptoms should get a test. You do not need to get a test for anyone else in the household unless they also have any of the three symptoms listed above. All members of the household need to self-isolate whilst waiting for the test result.

- If the person with symptoms' test comes back positive, other members of their household should continue self-isolating for 14 days and **only get a test if they develop coronavirus symptoms.**
- If a pupil in a class or bubble tests positive for coronavirus, anyone who is advised to self-isolate **does not require a test unless they subsequently develop symptoms.**

No one else in the same class or bubble as the symptomatic person needs to take any action unless advised by the school. Schools have detailed guidance and access to a Department for Education and Public Health England helpline for advice and support.

Contacts of a person who has tested positive must follow the guidance carefully and in full, which means they must stay at home for 14 days. This is because it can take several days following contact with an infected person before an individual develops symptoms or the virus can be detected. Students should only book a test if they get symptoms.

The NHS has produced some guidance to help parents understand when their child can and cannot attend school which you may find useful: <https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

It is vital for children's learning and future opportunities that they are able to return to school and college. It is therefore vitally important that all we work together and do our bit to make this possible.

Yours sincerely,



Professor Viv Bennett CBE

Chief Nurse and Director Maternity and Early Years | Public Health England

Head of World Health Organisation Collaborating Centre for Public Health Nursing and Midwifery

Follow me on Twitter: @VivJBennett



Dr Susan Hopkins

Interim Chief Medical Officer | NHS Test & Trace

Deputy Director | Public Health England

Consultant in Infectious Diseases & Microbiology

Royal Free, London