



DEAN TRUST Rose Bridge

NEWSLETTER

Headteacher Message

Dear Parents and carers,

I am so impressed with the way that pupils have returned to school life this week - you really are a credit to DTRB. We were first told back in December that we would be expected to carry out mass testing and as you can imagine we had some concerns around the logistics of setting up a testing centre in school. However, I am pleased to report that our testing this week has gone without a hitch and is testament to Miss Sharples and her team in there who are working to carry out and process all the tests each day. We have as today carried out over 600 tests which is remarkable – all of which have been negative. A huge well done and thank you to everyone involved. The vast majority have responded magnificently to having to self-test – by Thursday 18th March all pupils who we have had permission for to be tested will have had their three tests administered in school.



Lucy Cropper
Head of School



James Haseldine
Executive Headteacher

Heads Message Continued

Pupils have made a great start back to school, we know that some will require more support than others but they responded positively to everything we have done with them this week
Year 7 re-joined us on Monday so have had the opportunity to take part in a week's worth on enrichment and team building opportunities – these included a full day of first aid training, a Manchester United team building day plus various workshops around mental health, resilience and positivity.
Yr11 have found out today we have a bespoke 10 week programme in place for them to give them experiences that they may have missed whilst being off school to prepare them for life post-16. I cannot emphasise enough now the importance of Yr11 being in school every day now until they leave us in June. GCSEs may be cancelled but we have now got to ensure that pupils are producing classwork, homework and coursework at a standard that will allow us to award them the grades they deserve come June. Please encourage your child to be taking an active part in their lessons and to be completing any work they are set at home to a high standard.

Employees of the Week

This week we have more than one EOTW as it was impossible to choose from our amazing Covid Testing Team. They have worked tirelessly to ensure testing has run as smoothly as possible and they have made both staff and pupils feel safe, secure and reassured. Well done team! **Our EOTW are:** Miss Raughter, Mr Poslethwaite, Mrs MacFaul, Mrs Burrows, Mrs Harmer. Mrs Stott, Miss Peake and Miss Tate



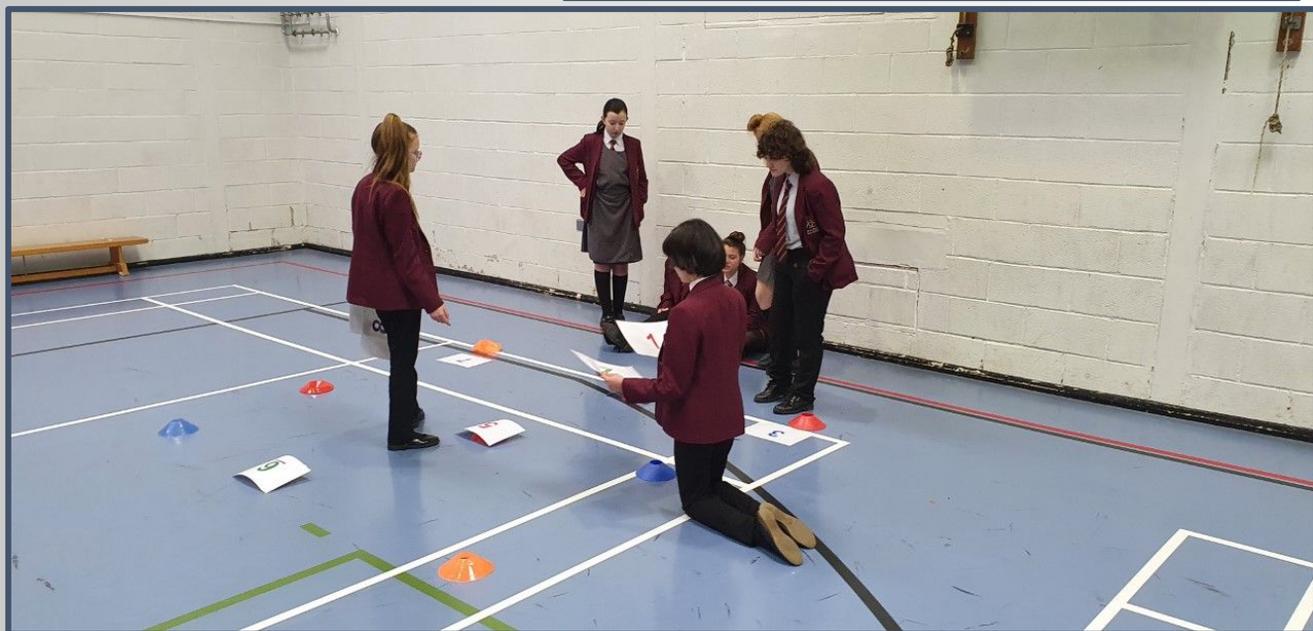
DTRB welcomes back pupils with a bumper PDC week!

To welcome pupils back to site this week, we have had a range of mental health, wellbeing and enrichment activities to support pupil return. From Teambuilding activities being ran by Dan Eckersall, our Manchester United Foundation Hub Officer, to a Dragon's Den festival launch, pupils have had a wide range of different opportunities to re-engage socially with each other.

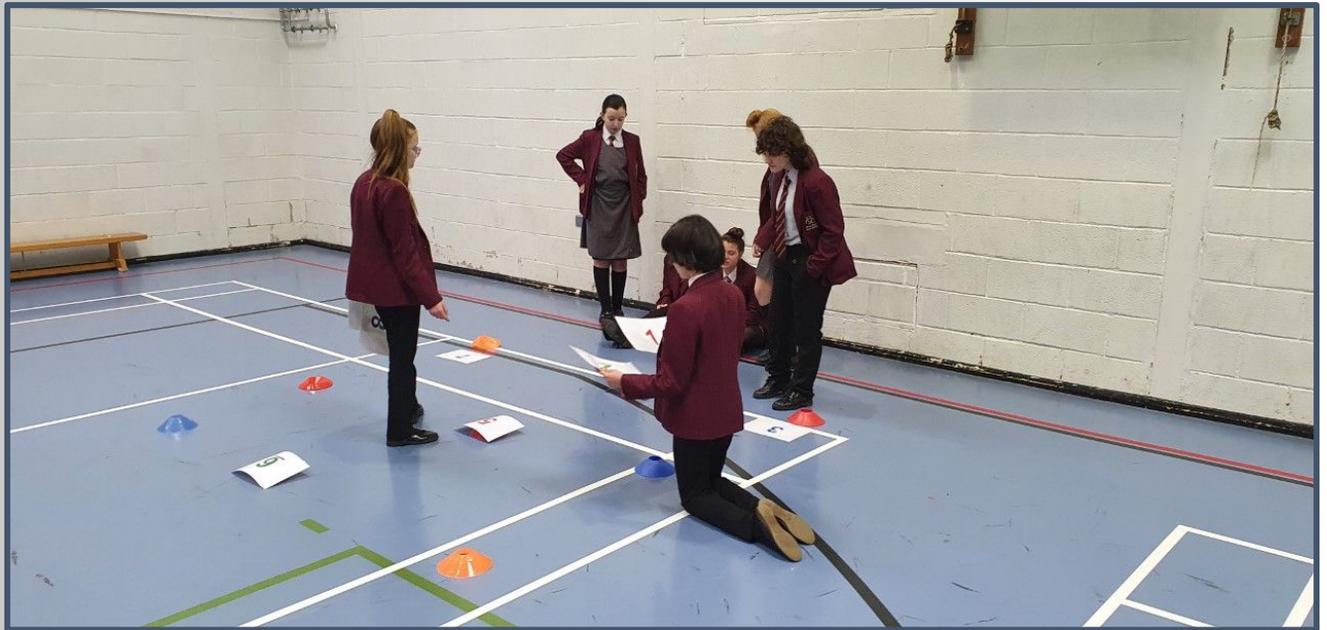
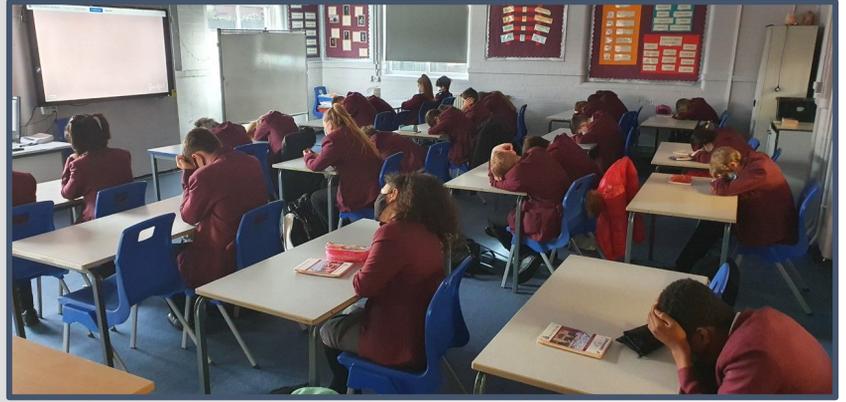
On Thursday and Friday, pupils in Year 7 and 8 also welcomed an external First Aid trainer into school to run through basic first aid training, including CPR, using a defibrillator and dealing with burns and bandages. Staff delivered sessions for pupils, engaging in form groups, re-developing the crucial relationships between pupils and staff.

This wellbeing support will continue until Easter, with one day of the week for each year group also following a similar timetable. These days will be called PACE days, standing for 'personal development, academic support, curriculum opportunities and enrichment activities'

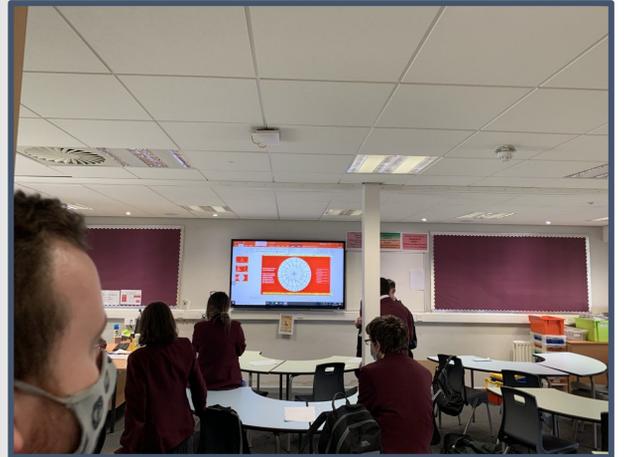
Here are just a few examples of our pupils engaged in their activities.



DTRB Welcomes back pupils with a bumper PDC week!



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DTRB Teaching and Learning Update - Retrieval Practice

We are so excited to recommence our curriculum in full form the 15th March. Sitting at the heart of everything we do will be our DTRB principles linked to our 5 Phase lesson structure. We believe this approach is best for our pupils and will help them return to school with familiarity and the tools they need to success in their learning for remainder of the academic year.

Our Core Teaching and Learning Principles

1 Review

Daily review is an important part of our curriculum. It helps to strengthen the connections between materials pupils learn. The effort involved in recalling recently acquired skills and knowledge supports the development of pupils long term memory and makes it easier to connect new material to their existing knowledge.



2 Skills Development

Pupils working memory is small and can only process small pieces of information at once. By presenting new skills and knowledge in small steps we can avoid this. It is also key that we do not try to move pupils on before they have mastered new skills and knowledge.



3 Guided Application

Pupils need support to help them to build confidence and resilience in their learning. Modelling can help clarify for pupils the steps involved in their learning. Providing pupils with scaffolds such as checklists and writing frames should be temporary.



4 Ask Questions

The most successful teachers dedicate time in their lesson to questioning. Our ACE questioning model allows teachers to determine how well pupils have grasped new skills and knowledge.



5 Independent Practice

Through engaging in Red Zone tasks we can provide the right environment to build students resilience and create a climate of 'overlearning'.



6 Progress Checks

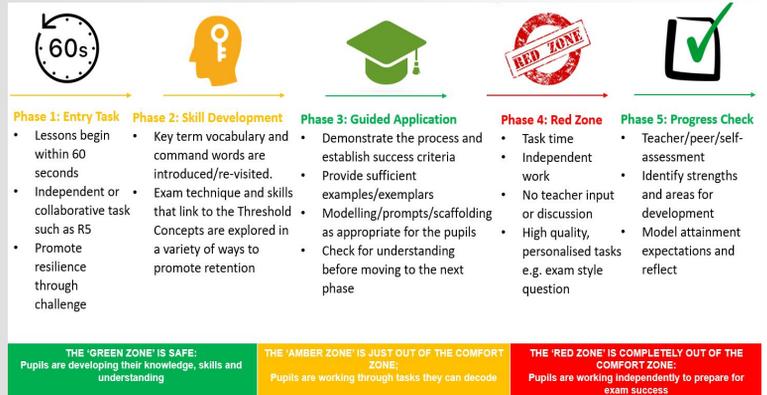
The most successful teachers check the progress of all students frequently within their lessons.



7 High Success Rate

Research has found a success rate of 80% to be optimal. It shows pupils are learning and being challenged. The most successful teachers do not move on until this rate is achieved.





Retrieval Practice

- The process of retrieving information from memory helps it to be consolidated. In other words, a test can make the memory more secure and less likely to be forgotten.
- Current research seems to suggest that most teachers and learners in most learning situations would benefit from increasing the level of retrieval used, i.e. the amount that learners have to actively recall things from memory, and that this should be preferred to re-reading or re-teaching as a learning strategy.
- In lessons staff and pupils will be engaging in retrieval practice to help consolidate pupils lockdown learning.

Top 10 Tips for HT4

- Vocabulary and Thinking Grids**
- Word Webs** (linking together word with the same roots, prefixes and suffixes or keywords within a topic)
- Call and Response** (asking recall questions in unison to build positive engagement and helping pupils memorise quotations or chunks of text)
- Retrieval Placements** and Grids
- Cops and Robbers** (this gives pupils a chance to interact with their peers during team time if they are unsure)
- Retrieval Roulette Sessions** (this ensures every pupil is involved as they don't know who will be questioned)
- No 'opt out' Q&A Sessions** (similar principle, if a pupil doesn't know the answer, a peer can answer, but then you must return to the original pupil to answer the question themselves)
- Right is Right** (asking knowledge based questions but holding out for an answer that is 100% correct using phrases such as 'good start, now can you extend that')
- Stretch It** (after asking a pupil a recall question use direct follow up questions such as 'how' or 'why')
- Pepper Questions** (fast paced, vocal, knowledge reviews. As soon as a pupil gives an answer move on. If the pupil is response is wrong quickly ask the question again to another pupil. Speed is key to building the energy and momentum)

Word of the Week:

Harmonious *adjective*

tuneful; not discordant.

forming a pleasing or consistent whole.

free from disagreement or dissent.

Challenge 1: Can you think of any synonyms for 'harmonious'?

Challenge 2: Can you think of any examples of 'harmonious' events?



Literacy Challenge:

Homonym = two or more words having the same spelling or pronunciation but different meanings and origins.

Homophone = two or more words having the same sound or pronunciation but different meanings and origins.

Choose the correct homonym/homophone in the scientific facts below:

- ◆ The world's largest (flour/flower) bloom is the *Rafflesia arnoldii*, which can grow up to 3 feet across 15lbs in (wait/weight).
- ◆ The earth's surface is made of many tectonic (plates/plaits) which actually float on melted rock.
- ◆ The (grate/great) Red Spot of Jupiter is really a storm that is 2 to 3 times larger than Earth.
- ◆ The cornea and the tongue (heel/heal) faster than any other part of the body.
- ◆ A (principle/principal) is a law or rule that has to be followed, should be followed, or is an inevitable consequence of something.

WEEKLY MATHS PROBLEM

Can you solve the maths problem of the week?

One of the following cubes is the smallest cube that can be written as the sum of three positive cubes. Which is it?

A. 27

B. 64

C. 125

D. 216

E. 512



Dean Trust Rose Bridge reporting procedures

**Recognise|Respond|Record
Refer|Support**

Staff/visitor has concerns about a pupil.



Concern or incident reported to the Safeguarding Team.



If referral is not required, school will take the relevant action. This may include Early Help. School monitors the situation.



Referral made if concerns escalate.



Member of the Safeguarding Team makes referral to Children's Social Care (and calls police if appropriate).



All concerns reported are logged on the school's safeguarding recording system (CPOMS).



At all stages, staff should keep the pupil's circumstances under review and re-REFER if appropriate. The child's best interests must always come first.

Useful contacts and online resources

Childline

0800 1111 www.childline.org.uk

NSPCC Helpline

0808 800 5000 Help@nspcc.org.uk

Lesbian, Gay, Bisexual, Transgender
0345 3 30 30 30 www.lgbt.foundation

Young Carers

01942 679352 www.walyc.org.uk

Frank

0300 123 6600 www.talktofrank.com

Mental Health Support

Papyrus

0800 068 4141 www.papyrus-uk.org

Kooth (Counselling)

www.kooth.com

Young Minds

www.youngminds.com

Suicide Bereavement Services

0161 212 4919

www.shiningalightsonsuicide.org.uk

Emergency Services
If a child is believed to be at immediate risk or harm out of school hours call **999**.



Parent Pocket Guide to Child Protection and Safeguarding
Contact the Safeguarding Team with any concerns on 01942 510712

Safeguarding Leads



Mrs L Walmsley
Designated Safeguarding Lead



Mrs H Sturgis



Mr S Walsh
Deputy Designated Safeguarding Leads



Mrs J Roughton

Pastoral/Safeguarding Officers



Mrs M Smith



Mrs J Jackson



Mrs V Johnson



Mrs M Evans



Mrs K Johnson



Mrs M Calder - Inclusion

What is safeguarding?

Safeguarding is the action taken to promote the welfare of children and to protect them from harm.

Safeguarding means protecting children from abuse and maltreatment, preventing harm to children's development or health and ensuring children grow up with the provision of safe and effective care.

Who can harm a pupil?

Harm to a pupil can be caused by a parent or carer, a family member or friend, another child, a stranger, a member of staff or a Disclosed and Barred Service (DBS) checked adult working closely with pupils.

Regardless of the source of harm you **MUST** report your concern.

If your concern is about a staff member or visitor, you should report this to the Designated Safeguarding Lead (DSL) or the Headteacher.

If your concern is about the Headteacher, you should inform the Chair of Governors.

The four categories of abuse

- Physical
- Emotional
- Sexual
- Neglect

Included in these four categories of abuse are the following acts which are harmful to children and are against the law in the UK.

- Domestic Violence
- Child Sexual Exploitation (CSE)
- Forced Marriage and 'Honour based' Violence (HBV)
- Female Genital Mutilation (FGM)
- Youth Produced Sexual Imagery (YPSI) or Sexting
- Radicalisation and extremism
- Peer on peer abuse



www.kooth.com

Signs we look out for

Significant changes in behaviour such as:

- Self-injury
- Depression or anxiety
- Unexplained injuries
- Extreme anger or sadness
- Withdrawn behaviour
- Attention seeking behaviour
- Increased absence from school and truancy
- Inappropriate use of language
- Weight change
- Noticeable change in hygiene and appearance



0800 1111



0800 77 66 00 talktofrank.com



Revision Skills- Revision Hacks.

<https://gmhigher.ac.uk/resources/revision-skills-revision-hacks/>

Pomodoro Technique:

<https://gmhigher.ac.uk/resources/revision-skills-pomodoro/>

Worksheet:

Traffic Light Technique:

<https://gmhigher.ac.uk/resources/revision-skills-traffic-light-technique/>

Revision Timetable:

<https://gmhigher.ac.uk/resources/revision-skills-revision-timetable-handout/>

Choices- HE What and Why?

<https://gmhigher.ac.uk/resources/choices-he-what-and-why/>

Choices- Post-16 options

<https://gmhigher.ac.uk/resources/choices-post-16-options/>

Student Life – HE options

<https://gmhigher.ac.uk/resources/student-life-he-options/>

Student Life – Support at university

<https://gmhigher.ac.uk/resources/student-life-support-at-uni/>

Worksheet:

<https://gmhigher.ac.uk/resources/choices-post-16-options-true-or-false/>

Student Life – Path Finder

<https://gmhigher.ac.uk/resources/student-life-path-finder/>



TOPIC: INTERVIEW SKILLS

Interview Skills – How to get through your interview

<https://gmhigher.ac.uk/resources/interview-skills-your-interview/>

Interview Skills – First Impressions

<https://gmhigher.ac.uk/resources/interview-skills-first-impressions/>

WORKSHEETS:

Interview Skills – Who got the job?

<https://gmhigher.ac.uk/resources/interview-skills-who-got-the-job/>

Interview Skills – What makes you stand out?

<https://gmhigher.ac.uk/resources/interview-skills-stand-out/>

TOPIC: BUDGETING SKILLS

Budgeting Skills – Prudent Student Game

<https://gmhigher.ac.uk/resources/budgeting-skills-prudent-student/>

Budgeting Skills – Mythbusting

<https://gmhigher.ac.uk/resources/budgeting-skills-mythbusting/>

Budgeting Skills – What students spend their money on

<https://gmhigher.ac.uk/resources/budgeting-skills-spending/>

WORKSHEETS:

Budgeting Skills – Budgeting activity Instagram

<https://gmhigher.ac.uk/resources/budgeting-skills-instagram/>