



DEAN TRUST Rose Bridge

NEWSLETTER

Headteacher Message

I am very proud of the way our Year 11s are continuing to conduct themselves as they reach the end of their time at Dean Trust Rose Bridge, in what has been a testing and difficult year for everybody. Year 11 are continuing to collect evidence towards their Teacher Assessed Grades for the Summer for their remaining time in school, as well as taking part in some celebration activities during their final week. Year 11 are expected to be in school every day for the week commencing 7th June. We will share our plan with them of the activities we have in place next week. As we have previously communicated to staff we are hopeful that the Yr11 Prom will take place for those who have met the criteria, but this is entirely dependent on the last set of restriction lifting on June 21st.



Lucy Cropper
Head of School



James Haseldine
Executive Headteacher

DTRB National Success

We are overwhelmingly proud to announce that we are the first secondary school in England to be given the Investors in Families Lockdown Award for going the extra mile to help pupils and parents who have found the last 14 months of the Covid-19 pandemic tough. Link to the full article can be found here: [Delight as Wigan schools get prestigious lockdown prize | Wigan Today](#)



Employee of the Week

Miss Sudall for taking on a brand new subject (Hospitality & Catering) with the enthusiasm that she has done - the pupils have created some amazing dishes over the last few weeks. They are featured in this issue of the newsletter.



Faculty of the Week: Art & Technology

Hospitality & Catering

The Year 10 Hospitality and Catering pupils have had the opportunity for the first time since September to complete a series of practical lessons in the Food room. The pupils have done extremely well learning how to present their dishes more effectively, as well as refreshing their basic chopping, preparation and timing skills. We have purchased pasta makers for each cooking station allowing all pupils to learn how to create their own lasagne sheets as part of their Mock Practical Exam. Here are some outcomes of dishes and the pupils in action during the last half term. Well Done Year 10!

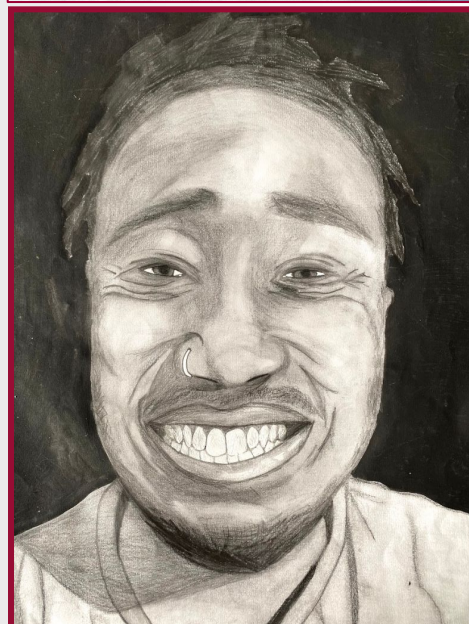
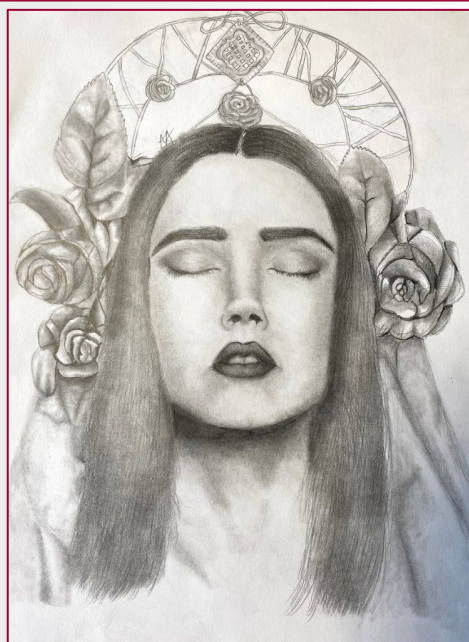
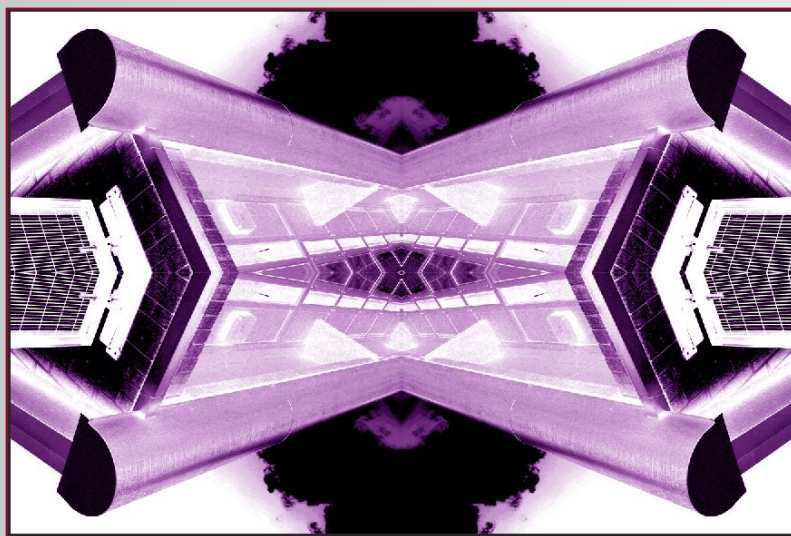
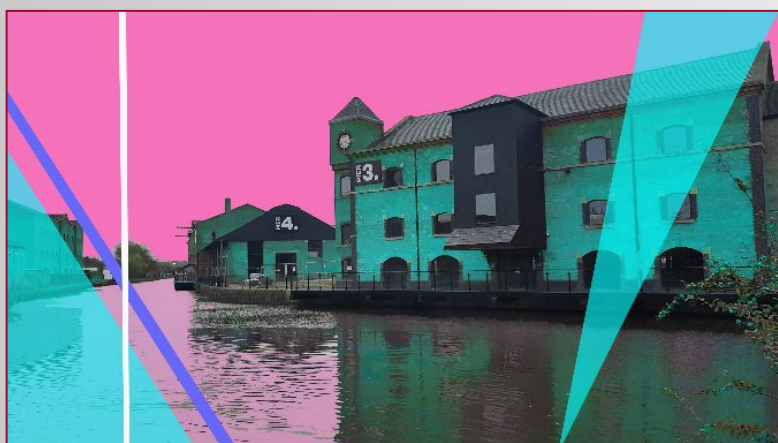
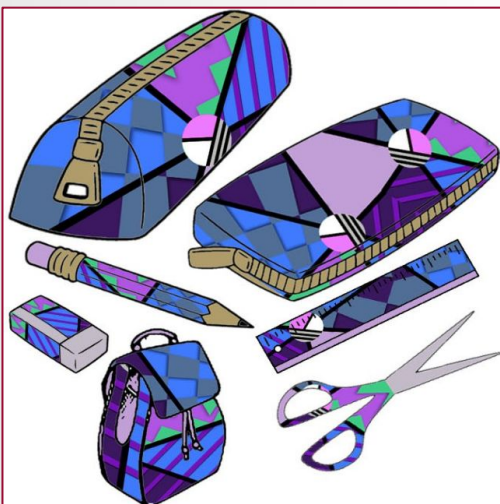


Faculty of the Week: Art & Technology

Year 11 Art, Graphics and Photography

The Year 11s in Art, Graphics and Photography are currently completing their final unit of coursework to hand in for assessment. Miss Welsh and Miss Sudall have been so impressed by the work the pupils have created from the three different subjects. The Photography pupils have been exploring the theme of Creative Architecture and have used the school building, their local areas and larger town/cities as locations for their photoshoots. Graphics pupils have designed unique and creative patterns and prints for a stationery product range. Art pupils have produced work based on a personal chosen theme which have shown a range of skills and techniques from traditional drawing and painting, to spray paint and collage art.

Well done to all Year 11s working so hard to get the best grade they can!



Teaching and Learning - Resource of the Week

Reference: @mrfitzhist

Purpose: The Trivial Pursuit Pie promotes both speed and accuracy in terms of knowledge recall. Both of which are enhanced via this competitive format. Pupils respond to three questions per piece of pie, if all are deemed correct then they can colour the piece in as won.

How to use: The format encourages competition, fast but accurate recall and can be tailored in terms of quality requirements.

STEP 1: Pupils race to answer the three questions connected to each piece of pie. Once completed they have this checked by the teacher.

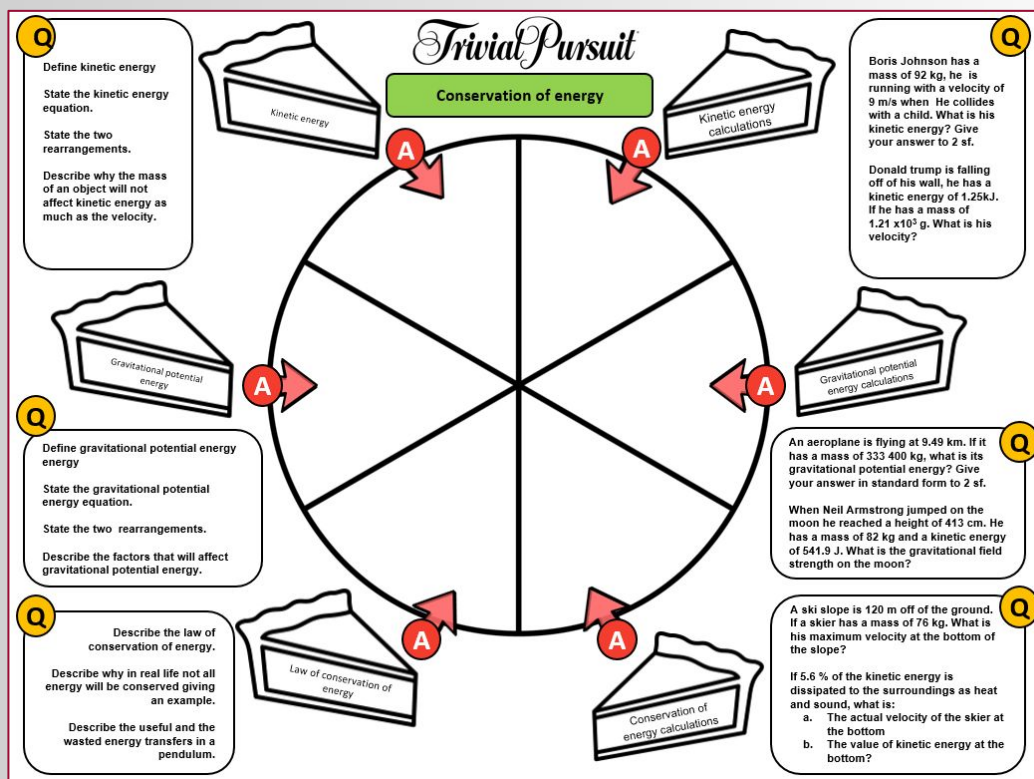
STEP 2: If answers are considered to be good, then the pupil is allowed to colour this piece of pie in. Once the whole pie is completed, whoever is first wins.

Where does it fit in the 5 Phase Lesson plan: This is a great ENTRY task and gives all abilities something to get stuck into. It would work really well as a think pair share or you may even build this in as a scaffold during guided application if pupils are struggling individually.

Outcomes:

- Knowledge recall
- Consolidation of content
- Formative assessment
- Highlighting of misconceptions
- Improved responses
- Tailored expectations

Below is an example used in the Science department this week:



Teaching and Learning - Checking for Understanding

Topic: Checking for understanding

Here are some the of the techniques staff having been using over the last week to check for pupils understanding in lessons .

Show Call: This is like cold calling except students have to show their work or demonstrate their understanding in a more extended manner and open it up to critique from the rest of the class. If combined with a 'teach it back' approach, it's possible to get a good sense of whether students are learning. There are lots of other forms of questioning too – and the more students who are engaged in giving responses, the better.

There are various whole class response methods:

Show me boards/white boards: Used well these are brilliant for getting a sense of early stage grasp of an idea or for revision. They can capture diagrams, bullet points and calculations. You can see everyone's answer at once.

Choral call and response: You can't gauge precise levels of understanding but you can ensure all students are engaged in the beginnings of a recall process as they practise eg in MFL or learning quotations or equations.

There are various peer to peer rehearsal strategies that involve all students but then feed into a sampling process that is based on cold call but where everyone has rehearsed their answers which is part of the process of building their understanding and recall.

Paired instruction: Like TPS above but where students take turns to walk through an explanatory sequence, 'teaching' a concept to their partner without supporting notes.

Different forms of knowledge will lend themselves to some methods more than others but it's got to be a basic routine that we place as much emphasis on checking as we do on our instructional output.



Reference: Tom Sherrington, **Teaching WalkThrus: Five-step guides to instructional coaching**

Personal Development - Careers

This week all of our Year 10 pupils have been provided with a letter regarding their up-coming College Taster Experiences.

Please can Parents and Carers support us by ensuring the letter below is returned by Monday 24th May.



Year 10 College Taster Experiences 2021

Name:		Form:	
Career area I am interested in :			
Student's signature:			

As you prepare for Year 11 and college applications we would like you to have the opportunity to attend Taster Days at local colleges and work related learning providers. Using the information from the recent assemblies, please make **TWO** choices from the list below. Your **parent/guardian** must sign next to your choices. Return this to your form tutor or Miss Clegg by Monday 24th May 2021.

- Students will wear their school uniform
- Students should arrive at school as normal
- Students will be transported to the Colleges by Coach/School Minibus
- Information regarding duration of the day/lunch arrangements will be communicated in due course. All pupils will be back on the school site at 3pm.

College	Date	Tick two	Parent/Guardian Signature
Wigan and Leigh College	24 rd June 2021		
St John Rigby College	23 rd June 2021		
Winstanley College	6 th July 2021		
Wigan Warriors	7 th July 2021		

Please note: Covid-19 is a fluid situation and things can change at short notice. Colleges may change plans for physical, on-site events at short notice.



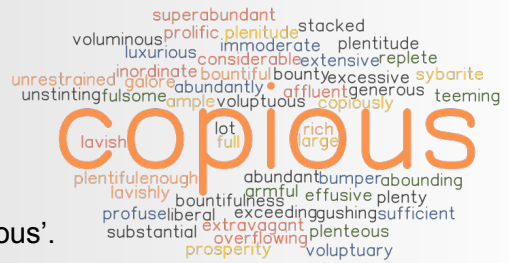
Word of the Week

Copious adjective

- abundant in supply or quantity.

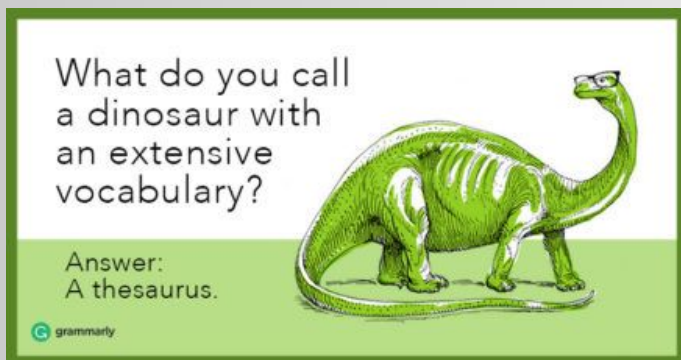
Challenge 1: Write a sentence using the adjective 'copious'.

Challenge 2: Can you think of any synonyms for the word 'copious'?



Literacy Challenge

Celebrate National Dinosaur Day on **June 1st 2021** by completing the challenges below. Tweet us your entries by **Friday 28th May** to be in with the chance of winning a dinotastic prize!



Literacy Challenge: Write a description of a dinosaur using the image above as a stimulus.

Extra Challenge: Write a joke about a dinosaur.

WEEKLY MATHS PROBLEM

Can you solve the maths problem of the week?

Q. What is the value of $1 - 2 \times 3 + 4 \div 5$?

A. - 4.2

B. - 2.8

C. 0

D. 0.2

E. 4



LAST WEEK'S SOLUTION

A $123 - 456 + 789 = 123 + 789 - 456 = 912 - 456 = 456$

(Note that $123 + 789 = 2 \times 456$)

Head of Year Stars of the Week

Year 7:

7EG - Duy.M - For his outstanding work in English and sharing with Year 7y2 his experiences of living in Vietnam.



Year 8:

Well done to all of our Year 8 winners. You are all fantastic ambassadors for your year group!

8AC - Oliver F

8JJ - Olivia F

8FG - Tia D

8CLA - Blake P

8OH - Hannah J



Year 9:

9RJ - Connor Wi- A positive member of the class, who always has his equipment, engages in the PDC tasks and has improved with his numeracy ninja!

9LB - Craig F - Always on time, ready to learn and all positive points on class charts! Fantastic member of 9LB!

9HB - Carla M - for being an outstanding member of the form, her positivity, aspiration and all-round awesomeness!

9KW - Alicia H - A brilliant member of the form. Always on time and ready to learn! Always a friendly face to see each day – STAR!

9MWE - Lucas W - Works very well in lessons and always organized and prepared for the school day.

Year 10:

10SWI - Amy J - Excelling on Class Chart points last week. Amazing work keep it up!

Year 11:

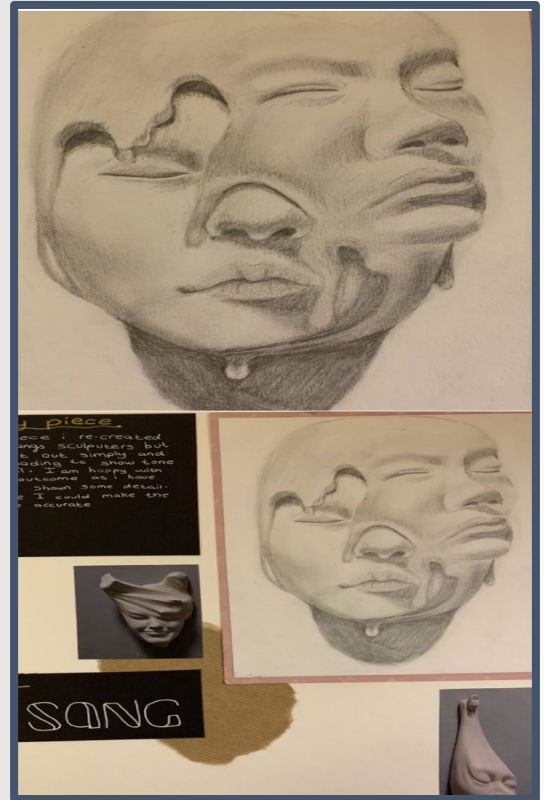
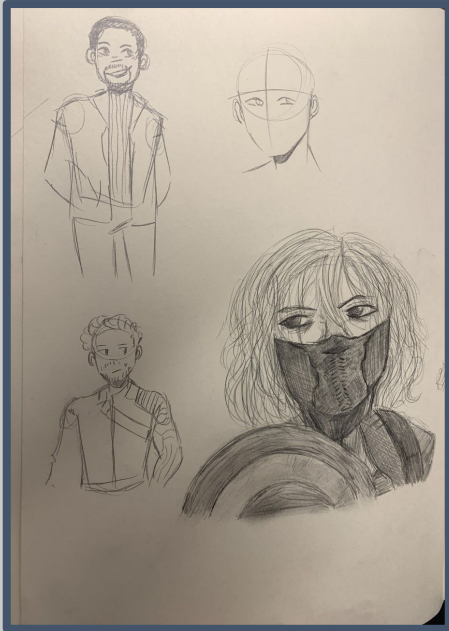
11KB - Mackenzie W – 100% positive class chart points throughout the whole of Year 11. Role model to her fellow pupils.

Pupil Work of the Week

WAGOLL Work in Art

Leoni P, Year 10

Kaitlin C, Year 10



Excellent SA in History

Workers was improved because of the system because the conditions became better for people to work in. Machines like the loom and the spinning machine were produced and the factory health was better. Also, men gained more to work in a specific job that they had knowledge about making it more efficient.

Q: What was the main reason for the improvement in the conditions of the workers?

A: The main reason was the introduction of the Factory Act of 1833, which set standards for the working conditions of children and women.

Q: How did the Factory Act of 1833 improve the conditions of the workers?

A: The Factory Act of 1833 improved the conditions of the workers by setting limits on the number of hours they could work, by requiring them to wear protective clothing, and by providing them with better working conditions.

Q: What were the main reasons for the improvement in the conditions of the workers?

A: The main reasons for the improvement in the conditions of the workers were the introduction of the Factory Act of 1833, the improvement in the working conditions of the workers, and the improvement in the health of the workers.

Q: How did the Factory Act of 1833 improve the conditions of the workers?

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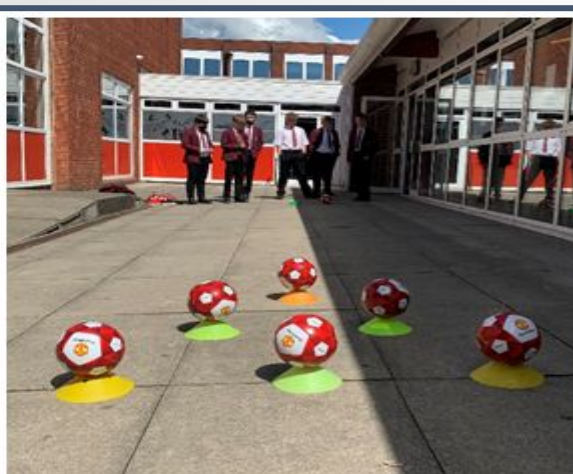
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Henry T, Year 8

Events

Mental health awareness week

Pupils have been taking part in book and ball sessions around school this week looking at well being and mental health awareness, the books and balls have been kindly donated by Manchester United Foundation and have been created with the intention of generating discussions around how our actions influence our own and others feelings.



Extra curricular awards

Lucy W was the lucky winner of the extra-curricular award- which is drawn each week at random from all pupils who have attended a club after school.

Lucy has received an Adidas x Manchester United goody box with some fantastic items of clothing inside.



Thankyou Thursday

Each Thursday pupils from one class are asked to fill in a Thank you Thursday card for a member of staff which they would like to show their appreciation to. The past two weeks has had a great response from staff who have received a card and Miss Winrow and Mr Dearnley have proved a very popular choice receiving multiple cards.



Events

Secret STEM!

10Y-1 had a great time listening to the presentation about STEM careers, they showed real interest and a mature and enthusiastic attitude to the information about the possible career choices in this field. It was helpful to discover more about the different career pathways and the money that could be earned from pursuing some of these jobs!



My Perfect University!

On Wednesday 19th May, the whole of Y9 took part in The Inspirational Learning Group's 'My Perfect University' day! Students worked in groups to prepare their University including creating: a name and subject focus; letters to sponsors; a celebrity ambassador; a logo; a design for the building; and an advert. Students had to work cohesively to produce what they believed was truly the 'perfect' university. Not only were students able to create their own vision, they also discussed universities and university life throughout the day.

As well as developing their teamwork, communication, leadership and time management skills, students were entered into a competition in which they had to present their ideas in front of the entire year group. A huge congratulation to all involved but particularly to Sycamore University – a university specialising in professional board gaming - our overall winners of the day!



Shakespeare University Workshop

This week Y10 students in English took part in a lecture focusing on the role of being a King in Macbeth. Led by Dave Norris from University Campus Oldham, students were taught degree level analysis of a specific scene as well as the themes and context surrounding the topic. An amazing opportunity for all involved!



School Nursing
Children's Universal Service
Wrightington, Wigan and Leigh Teaching Hospitals NHS Foundation Trust (Community)

May 2021

To Parent/Guardian

Update of School Nurse Sessions in School

Due to recent school closures and the ongoing Covid-19 restrictions we have been unable to offer Year 8 and 9, HPV immunisations and school nurse drop in sessions in school, but we are happy to inform you that these sessions will now re-commence in school over the next few months.

Year 10, Diphtheria/Tetanus & Polio and Meningitis ACWY sessions will commence and will be held in local clinics and other identified venues over late summer term and the Summer holidays, if held at clinic a letter will be sent out to invite children to attend, with details of dates, times and venue.

Please be aware that our School Nurses will be implementing full social distancing and infection control measures, in order to protect your child. All our staff will be wearing face masks (in line with government guidance).

To ensure the safety of your child and our staff we ask that if your child or anyone in your family has a high temperature, a new and continuous cough, loss or change to sense of smell or taste or have been told to self-isolate you do not attend for the appointment or session.

School Nurse drop in will resume in September fully, but school nurses will regularly liaise with schools over any children needing support. Do not hesitate to contact the School Nurse Team for any further information, on the contact details below.

LOCALITY	CONTACT TELEPHONE	SCHOOLS COVERED
WIGAN HEALTH CENTRE	01942 482111	<ul style="list-style-type: none">• Dean Trust Rose Bridge• Deanery High School• St. John Fisher Catholic High School• Shevington High School• Standish Community High School
PEMBERTON HEALTH CENTRE	01942 483739	<ul style="list-style-type: none">• Hawkley High School• Hope School & College• Progress School

News and Updates

		<ul style="list-style-type: none"> • St. Peter's Catholic High School • The Dean Trust Wigan
HINDLEY HEALTH CENTRE	01942 483889	<ul style="list-style-type: none"> • Canfield High School • Hindley High School • Landgate School • Newbridge Learning School • Oakfield High School and College • St. Edmund Arrowsmith Catholic High School • The Birchall High School • Three Towers Alternative Provision Academy
GOLBORNE CLINIC	01942 483558	<ul style="list-style-type: none"> • Bedford High School • Golborne High School • Lowton Church of England High School • The West leigh School
ATHERTON HEALTH CENTRE	01942 483007	<ul style="list-style-type: none"> • Atherton Community School • Fred Longworth High School • St. Mary's Catholic High School

Contact Details

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



Useful contacts and online resources

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/>

