

SPALDING GRAMMAR SCHOOL

WEEKLY BULLETIN TO PARENTS

26TH FEBRUARY 2021

FROM THE HEADMASTER

As you will be aware, the Prime Minister has stated that schools will open on 8 March, and that students will return to school from that date. Please note that it is not an expectation that all students will return to school on 8 March – there is flexibility for schools to stagger the return of students during that week in order to facilitate asymptomatic testing. This school will be exercising that flexibility, and details of when students will return to school is given in more detail below.

Friday 5 March

So that staff are ready to being face-to-face teaching again on Monday 8 March, we will be taking Friday 5 March as a training day. This means that there will be no live Teams lessons for students on that day; however, work will be set and students will be expected to complete it at home, following their normal timetable as if it were live.

Asymptomatic Testing

Parents were written to on the matter of asymptomatic testing in January; although some of the detail is the same, much has changed. Upon return to school in March, all students will be offered a series of three (as opposed to the previously required two) tests, taken in school 3-5 days apart. The first test will be taken on the first morning of returning to school, before moving off to lessons; for that reason, there will be a strict staggering of return and parents are asked to adhere to those arrangements.

In order to carry out those tests, parents/students are required to complete the consent form, as previously requested. The link to the Microsoft Form is:

<https://forms.office.com/Pages/ResponsePage.aspx?id=zXe743Q9cU6UJqyVwuYuZS8JLLeP6nhNpcnuNPJqwPNUOVJMNE5HRk0wUFBYQU9INKNXRNVNFTFIRVS4u>. Please note that the form should be accessed through the student's school email account – this is particularly important in the case of siblings, whom otherwise cannot complete separate forms. The consent form (as originally set up) was seeking consent for two things – the initial testing phase and to test as an alternative to self-isolation in the event of close contact with a positive case. Please note that the second of those two things is no longer happening, and so by completing the form, you are only giving consent (or not) to the initial series of tests described above. If you have already completed the consent form, there is no need to complete it again; all those who have not completed the form are asked to do so as soon as possible, and no later than Tuesday 2 March. Testing remains voluntary; however, in order to help identify potentially hidden transmission risks, it is strongly recommended that positive consent is given by all.

Once that initial series of three tests has been concluded (which is anticipated to take two weeks in total), students will then be able to move to a test-at-home regime. The School will provide students with tests that they should administer at home, twice weekly, the results of which must be reported to NHS Test and Trace and to the School. The reason for the initial testing phase being carried out in school is to ensure student competence in self-testing. Please note, therefore, that students will not be able to access test-at-home kits unless they have participated in the initial series of in-school tests. Further details on testing at home will be given in due course.

Face Coverings

Throughout the pandemic, we have followed the Government guidance on the wearing of face coverings. That guidance has now changed, and so our position will change with it. Upon returning to school, and for the remainder of this term in the first instance, students will be required to wear face coverings at all times within the building, including in lessons where social distancing cannot be maintained. When outside, students will be able to remove their coverings; however, students must make efforts to maintain social distancing outside and the support of parents is appreciated in reinforcing that with their children.

Students should take time to familiarise themselves with the correct way to put on and remove a face covering; they should have something with them to store the covering in when not being worn; and they are encouraged to bring more than one, should one get lost, damaged or spoiled. As before, students will be able to acquire a face covering at Reception, for a charitable donation of £1. Please note that it has also been made explicit that face shields/visors are not an alternative to face coverings.

Return to School

Students should return to school, in the week beginning Monday 8 March, in accordance with the table below. The location that they should report to upon first arrival is also given in the table.

Day	Time	Year / Students	Location
Monday 8 March		Year 13 and Year 11	13 – Hall 11 – Sports Hall
	9:00	Only students who must travel on buses	
	9:30	Surnames A-E	
	10:30	Surnames F-L	
	11:30	Surnames M-R	
	12:30	Surnames S-Z	
Tuesday 9 March		Year 12 and Year 10	12 – Sports Hall 10 – Hall
	9:00	Only students who must travel on buses	
	9:30	Surnames A-C	
	10:30	Surnames D-G	
	11:30	Surnames H-L	
	12:30	Surnames M-R	
Wednesday 10 March		Year 8 and Year 7	8 – Hall 7 – Sports Hall
	9:00	Only students who must travel on buses	
	9:30	8R / 7R	
	10:30	8E / 7E	
	11:30	8L / 7L	
	12:30	8S / 7S	
Thursday 11 March		Year 9	Hall
	9:00	Only students who must travel on buses	
	9:30	9R	
	10:30	9E	
	11:30	9L	
	12:30	9S	
	1:30	9P	

After the first test, students should attend school full-time. Timetables, including staggered ends to the days, will operate exactly as they did during the Autumn Term. The dates of the second and third tests will be as follows:

Year	Test 2	Test 3
13	Thursday 11 March	Tuesday 16 March
12	Friday 12 March	Wednesday 17 March
11	Thursday 11 March	Tuesday 16 March
10	Friday 12 March	Wednesday 17 March
9	Tuesday 16 March	Friday 19 March
8	Monday 15 March	Thursday 18 March
7	Monday 15 March	Thursday 18 March

Examinations and Grading

For those in Year 11 and 13, I know there will be numerous questions regarding this week's news about allocation of grades. That news is still fresh to us as well, and we are currently working through what the implications are and what our model will look like; we also still await further details from Examination Boards on some aspects of the process. As soon as we are able to give you anything concrete, we shall – for now, teaching, learning and assessment practices will continue as they have, and every piece of work and every assessment should be regarded as important.

Students with symptoms

Please note, as before, it is vitally important that students who show symptoms of COVID do not attend school. Please do not ignore a symptom on the basis that it is “only a cold”; on these occasions, erring on the side of caution is preferred.

Catering

As before Christmas, the School is not able to make provision of a catering service, other than to those who are entitled or make specific arrangements, or the limited service available to Sixth Form students. Please ensure that your child/ren bring(s) sufficient food and drink to last the day. Please note that the Sixth Form Coffee Shop and Atrium, at break and lunch times, will operate a takeaway service only – these areas will not be available, at these traditionally very busy and congested times of day, for general congregation.

Government support for parents and carers to keep children safe online

On Monday 22 February, the government updated a document for parents and carers which issued guidance on how to keep your children safe online. The document covers the following areas:

[Keep your child safe online](#)

[What harms might my child experience online?](#)

[Child sexual abuse](#)

[Criminal exploitation and county lines, violence and gangs](#)

[Radicalising content](#)

[‘Sexting’ \(youth-produced sexual imagery\)](#)

[Cyberbullying](#)

[Age-inappropriate content and parental controls](#)

[Apps to help children stay safe online](#)

[Mental health](#)

[Support for children](#)

You can either access the relevant page of the document by clicking a link above or by following the full address to find the whole document should you require any support. [Coronavirus \(COVID-19\): support for parents and carers to keep children safe online - GOV.UK \(www.gov.uk\)](#)

If you have any concerns about any of these issues and you require support from school please contact either your child's Form Tutor, Head of Year or email sgswellbeing@spaldinggrammar.lincs.sch.uk

School Uniform

CHROMA

SCHOOL : SPORT : BUSINESS

www.chromasport.co.uk

We are now working with Chroma Sports as our online uniform suppliers. The following link will take you directly to the SGS part of their [website](#).

Chroma Sports have a shop based in Bretton, Peterborough, but offer an online service with delivery. In usual times, the shop is open in Bretton, for items to be tried on for sizing. We look forward to working with Mark at Chroma over the forthcoming months and when such times allow, they will be coming into School for events, to support parents with uniform sizing. They can be contacted by visiting their website, or by emailing sales@chromasport.co.uk

Please note, we are still waiting for the School ties to be re-ordered, so in the interim, a plain navy tie will be acceptable.

Online TLA – This Week’s Highlights

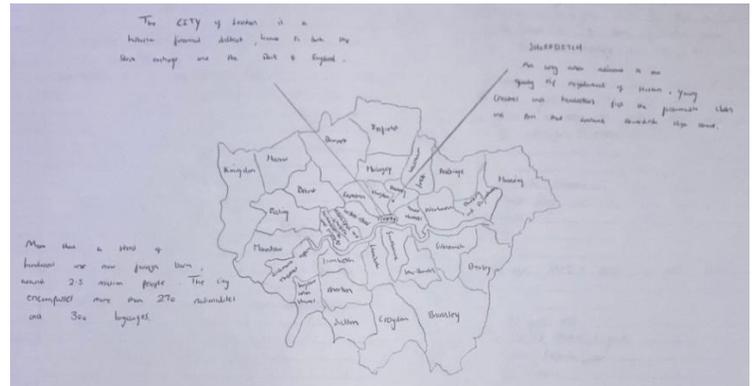
Geographical Enquiry

Despite not knowing exactly what format GCSE assessments will take later this year, Year 11 Geographers continue to work and study hard for whatever they may face. Their attitudes to learning and their commitment to schoolwork has been exemplary in the past month, and Mr Smith and I have been very impressed. The world needs Geographers like these to tackle the global issues facing humanity, whether climate change, economic inequality, or rapid urbanisation in the developing world. Geography is a multi-disciplinary, multi-media, and multi-skilled subject, and these project maps of London started recently, illustrate the creative ways students have been examining the changing nature of urban areas in the UK. We are very excited to welcome many of these students to A-Level Geography at SGS Sixth Form next year!

Dr Hesslewood, Head of Geography



Kian Weetman



Tom Bland

Mathematical Inspiration

Towards the end of last term, some of our Year 10 mathematicians watched the Maths Inspiration Lectures on quadratics and trigonometry.

These lectures have acted as a brilliant way for students to engage with and apply mathematics beyond the classroom.

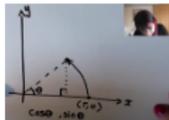
As part of this process, students were asked to reflect upon what they had learnt; here are some of our students' thoughts.

Mrs Pegler, Maths Department

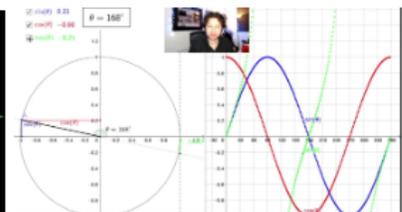
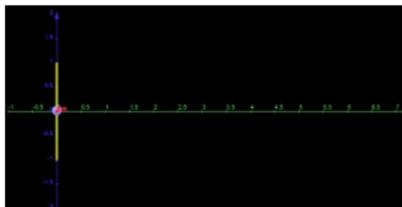
1. Describe roughly what 3 of the speakers showed you in the Trigonometry show.

Bobby seagull told us that the word trigonometry came from the Greek. Sine comes from Latin sinus which means fold. Tan means tangent which means touching a circle. Trigonometry came from Egypt (the ancient ones). They wanted to know how to make their pyramids perfect.

Katie Steckles was talking about animation and how maths is involved with it. The maths in animation is very related to trigonometry.



Ben Sparks is talking about the vibrations. He talks about straight lines and tells us that it is going in a circle. Trigonometry is also to do with circular movement as well as triangles. He also talks about sound and how waves interact with sine and cosine. You can get two exact sounds with one positive and one negative. Music is just a bunch of sine waves.



Alex James

1. Describe roughly what 3 of the speakers showed you in the Quadratics show.

Dr Aofie showed us the quadratics of crowd evacuation based on density; a Maths teacher showed us "Hannah's sweets" - a particularly devious and random GCSE question - and how to solve it - and Tom (I think) made a game out of it, called 'Treble Your Money' - and showed us the probability of winning it. Matt had a go and said it was rigged. And finally, another professor at Newton's old college showed us how parabolas can be made out of the flight path of oranges; and why the 'Walkie-talkie' building in London effectively turned into a laser pointer.

Ryan Ream

3. What new things did you learn from either of the shows?

Ismail Aslam

Yes, I learnt that maths which can seem of no use, has lots of uses in day-to-day life, and it's required in many aspects.

Psychological Reflection

"Psychology lessons have found a very productive pace, with a bit of teacher-talk using a shared screen to cover the topic, followed by a timed activity to watch a video and take notes. Students then get to answer questions. Breakout rooms have been incredibly effective in getting students talking to each other, making them more willing to open up and discuss in front of the whole group. Quick written assignments, submitted by email or through Teams, get students writing at home but under exam timings.

I will actually miss this very productive structure to lessons when we resume face-to-face teaching. But of course, you can't beat in-person communication. Despite the remote connection, students have adapted beautifully to the new learning. I think we can use these techniques in the classroom when lockdown is finally over."

Mr Rowe, Head of Social Sciences

**The Senior Leadership Team
Spalding Grammar School**