

# SPALDING GRAMMAR SCHOOL

## WEEKLY BULLETIN TO PARENTS

### 5<sup>TH</sup> MARCH 2021

We are finally approaching the long-awaited return to school and are very much looking forward to seeing all our students again, in person! To help aid a smooth transition, we have set out a reminder of the arrangements for the arrival of students under a staggered start next week. We ask for everyone to please keep to the times indicated. All students, whether they have consented to testing or not, should report to either the Hall or Sports Hall (as indicated for their Year group) upon arrival, at the time allocated to them.

***Please note that any student taking a test should not eat or drink for 30 minutes prior to taking the test.***

***Please also note that any student who has tested positive in the last 90 days should not undergo an in-school test. If your child has tested positive at any point in the past 90 days, please advise the School, giving the date of the positive result.***

Please see the link for an NHS video demonstrating the testing process, which you may wish to look at in advance of being tested in school: [Video](#)

Day	Time	Year / Students	Location
Monday 8 March		Year 13 and Year 11	13 – Hall 11 – Sports Hall
	9:00	Only students who <b>must</b> 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 <b>must</b> 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 <b>must</b> 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 <b>must</b> travel on buses	
	9:30	9R	
	10:30	9E	
	11:30	9L	
	12:30	9S	
	1:30	9P	

Students will remain in school on the day of their test, and they will move to lessons once they have received a negative result (or are not participating in the programme). Please be aware that, should a student return a positive result, parents will be contacted, and that student will need to return home and arrange for a formal PCR test.

On the day that a Year group returns, there will be no Teams lessons, nor will any additional work be set for those at home. Given the staggered times of arrival and the differing travelling times that students will have, the least messy option is simply for students to begin lessons after testing is complete, and teachers will be in classrooms ready to receive students as and when they are released.

### Homework Policy from 8<sup>th</sup> March

During the online lesson period we reduced the homework expectations of students in recognition of the increased demands of remote learning and screen time. To support transition back to in-school lessons, it is our intention to continue this for the first two weeks. From 22<sup>nd</sup> March, we will revert our homework policy back to normal:

	Adjusted Homework Policy (up to 19 <sup>th</sup> March)	Original Homework Policy (from 22 <sup>nd</sup> March)
Years 7-9	No additional homework (other than to finish work not completed in the live lesson)	Average of 15 minutes homework set per 50-minute lesson
Years 10-11	Short prep tasks (max 15 mins per lesson) where appropriate	Average of 20 minutes homework set per 50-minute lesson
Year 12	Independent study as normal (due to PS/Free periods) - average of 45 minutes homework set per 50-minute lesson	No change
Year 13	Independent study as normal (due to PS/Free periods) - average of 60 minutes homework set per 50-minute lesson	No change

More homework policy information can be found in student planners or in the TLA Policy on the School website.

### PFA

#### Virtual Quiz II

Following the success of the first PFA Virtual Quiz in January, we are pleased to announce that a second quiz will take place on Friday 26<sup>th</sup> March. Details can be found in the accompanying poster. We hope you can join us for a FUNdraising evening!

#### Virtual Raffle

We have also taken the decision to delay the launch of the Virtual PFA Raffle, with the intention of postponing the draw until after Easter. We will keep you updated! We are always grateful to receive prizes, so please contact [communications@spaldinggrammar.linc.sch.uk](mailto:communications@spaldinggrammar.linc.sch.uk), if you feel you can add to the prize excitement!

### Chroma Sports

Chroma Sports are our new online uniform suppliers. They are underway with their first orders. If you do need items of School uniform, please see their [website](#). You will see two SGS sections on their website, Sixth Form PE and Spalding Grammar School. You can also email [sales@chromasport.co.uk](mailto:sales@chromasport.co.uk)



Please note: House ties are not currently in stock, so we are able to accept plain navy blue ties in the interim.

### Recycled Uniform

Alternatively, the PFA do have a small stock of second hand uniform available for a donation. Due to the mass testing programme, we are unable to respond to requests in the next two weeks. Please contact [communications@spaldinggrammar.linc.sch.uk](mailto:communications@spaldinggrammar.linc.sch.uk) and your request will be forwarded.

## Online TLA – This Week’s Highlights

### The Retrieval Revolution in GCSE PE

“Over the last term, students have been using retrieval practice through live documents, which allows students to retrieve previous knowledge and to identify current gaps on previous learnt topics. The idea behind retrieval practice is to aid long term retention of learnt material, and as such, enhance knowledge strength and knowledge retrieval of classroom content for examination environments (i.e. CATS, GCSE and A-Level exams).

By using a live document, posted through the chat function in Teams, every student can complete their retrieval practice, which allows me to watch their progress, but also provide live feedback, to enhance students learning. Throughout the term, this has been completed through starter/settler activities, classroom tasks (throwback Thursday/ Flashback Friday) or exam questions, which have been focusing on physiology, nutrition, and engagement patterns.”

*Mr Coles, Teacher of Physical Education.*

Retrieval Practice –Lucas	
<b>Last lesson (1 Point for each correct point)</b> State & explain two different ways in which a high protein diet could help improve a sportsperson performance? (4 Marks)  High protein means there is more protein in your body to do its purpose better. In sports terms it increases the speed of recovery and also decreases muscle soreness, this allows for less recovery time and therefore more time to improve your skills of the sport. Another way protein helps is that it increases the store of glycogen, this means when partaking in an anaerobic exercise you already have glucose ready to be used when you cannot take any more in from breathing, this means you will decrease chances of injury and recovery time is lower.	<b>This Topic (Double Points)</b> Explain why a diet in high carbohydrate could lead to an improvement in a sportsperson performance? (3 Marks)  Only if the sportsperson is regularly active then high carbs is not always a good idea as over consuming means it's stored as fat. However, as carbohydrates are stored as glucose in the muscles and liver then during anaerobic exercise, when there is no new glucose being made for energy then this stored glucose can be used, this will reduce risk of injury and mean the performer can perform at their best.
<b>Last Month (Tripe Points)</b> Explain the reasons for maintaining a balanced diet? (3 Marks)  Having a balanced diet is needed for a healthy body as it needs the nutrients in order to have energy and to grow. Having an over consumption of a particular nutrient i.e. saturated fat, it is then stored as fat in the body and so you gain body fat. Additionally, having a balanced diet means you get the suitable amount of energy needed for the amount of exercise that is recommended for your age.	<b>Last year (X4 points)</b> Explain how the structure of an vein allows it to carry out its function? (2 Marks)  Valves prevent backflow of blood Large lumen allows for easier blood flow

### Led by the Science

“Throughout their two-year courses, Key Stage 5 science students are expected to further develop their practical investigative skills, receiving a practical endorsement in addition to their A level qualification at the end of the course if they meet certain standards. Practical work also underpins and reinforces many theoretical concepts that we cover. The current situation has made it extremely difficult for us to work on this aspect.



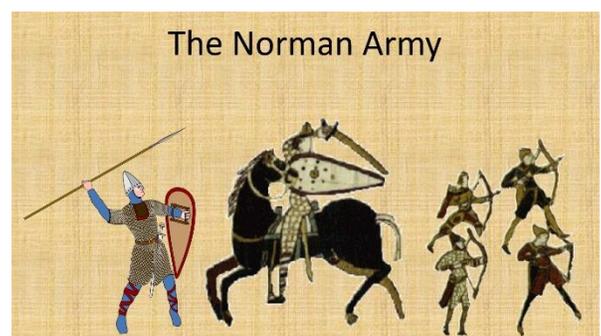
In Chemistry Year 12 students took part in practical work sessions, with the experiments carried out in my office and beamed live to them at home, with them recording the results as they were obtained. Although the students could not carry out the practical work themselves, they had ‘real’ data to analyse and by using computer-based software to analyse it they did gain credit towards their practical endorsement.

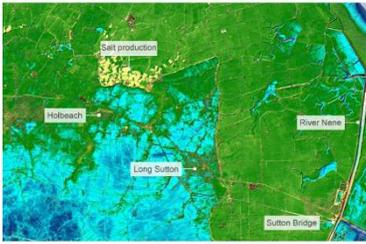
Also, a certain amount of problem solving was required for the students to be able to see both the time and the associated mass on their screens at home. This was finally achieved by our development of a fully integrated time-mass balance (patent pending), which may in the photo look like a balance with a stopwatch Blu-tacked onto it. Problem solving at its best!!!”

*Mr Kilby, Head of Science*

### History Stories

“The History department have created a successful enrichment programme for Year students, called ‘History Stories’. Students are invited to listen to a story each fortnight via a special MS Team set up, to help inform and inspire their historical intrigue. So far, I have shared tales of King John's lost treasure and of the Third Crusade between Richard the Lionheart and Saladin. We have also heard Mr Renwick share a poem he learnt as a child about the Battle of Hastings.





The engagement with this project has been really pleasing, with many students who enjoyed our study of medieval History in class the opportunity to learn more. Sometimes they have links to follow up with documentaries for students who have even further interest. These boys are already displaying the qualities that we look for in A-Level students, taking time out to go beyond the demands of the curriculum to deepen their knowledge, in a world dominated by the fast pace and action of gaming. Maybe some Year 7 students are scouring the Sutton

Bridge area for King John's lost treasure too?!"

*Mrs Vigus-Humphrey, Teacher of History*

**The Senior Leadership Team  
Spalding Grammar School**