

BC News



Spring 2021

Dear Parent/Carer,

This has been quite a remarkable term for all at Bishop Challoner Catholic College. As we entered the New Year we returned to remote education for the majority of our school community and in recent weeks we have had the great joy of welcoming all of our students back to face-to-face education. We look forward now with great joy and optimism to the summer term and the lighter evenings and, God-willing, happier times ahead for all of us.

I must congratulate our Year 11 and Year 13 students who are working hard preparing and revising for timed assessments which will provide evidence to help shape Teacher Assessed Grades. I appreciate students in Year 10 and Year 12 may well be looking ahead to next year and wondering how they might be assessed; as yet we have no further clarity on this from the Ofqual and the DfE but once we have guidance we will share this.

In true Challoner style, and in keeping with our mission statement and the Gospel values that pervade our school, we continue to offer great service to our community. A number of students and staff have been walking 10,000 steps a day during Lent raising much needed funds for CAFOD and we had a huge Easter egg collection for the local foodbank.

Despite the restrictions we are under, we continue to offer a rich and dynamic extra-curricular programme. This provision is part of the fabric of our school and a key facet of our extended curriculum. I hope that as national restrictions ease we will be able to further expand this offer in the summer term. I would encourage all of our students to look at the offer and perhaps have a go at something new.

We are delighted that work has finally begun on our much needed six classroom block at the front of the school. Alongside this substantial build, there are also a number of internal improvements being made to the school that will greatly enhance the facilities for our young people. You can follow the progress of the new build via our website

<https://bishopchalloner.org.uk/catholic-college/community/bc-newbuild>

and of course via our school Twitter feed @BishopChalloner. Our Drone club are regularly taking images and updating on progress on a weekly basis.

Finally, on behalf of all of the staff, I wish to convey how immensely proud we are of all of our young people and the tremendous resilience they are showing and continue to show. It is a joy to have them back with us for face-to-face education and sharing their unique and wonderful talents; our school is a much richer place as a consequence.

I hope you enjoy reading our Easter newsletter.

As we approach Easter Sunday may you be inspired to new hope, happiness, prosperity, and abundance.

Wishing you and your families a very happy and Holy Easter,

J Coughlan
Principal



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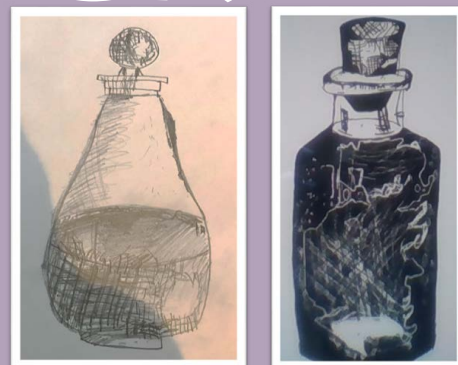
ART AND DESIGN

Across all year groups, students at Bishop Challoner have proven that Art continues to be an engaging, exciting and important part of their education – whether in the classroom or learning through virtual means. Even without the usual materials and studio style space of the department available, students have continued to thrive as explorers of their own artistic skills through a range of projects and units of work, constantly tutored through live lessons by their teachers who endeavoured to provide as close to regular routines as they could.

Year 7

Students in Year 7 have been enthusiastic and conscientious learners during the recent lockdown. Students were introduced to different observational drawing techniques, including secondary (from imagery) and working from objects around their homes. This meant learning was focused on building accurate forms and proportions, training students to observe closely as opposed to guessing what the image contains. Students have been refining their pencil and pen drawing skills using artists such as Joel Penkman, Sarah Graham and Wayne Theibaud as inspiration. This has proven vital to students creating realistic studies, blending tone and creating texture through mark making. Some Year 7s are exploring the work of Michael Craig Martin and his use of flat pop-like colour, experimenting with using the free website 'Sketchpad' to recreate some of his work alongside quick post-it-note studies.

Now that students are back in the classroom, they will be studying the importance of colour through watercolour painting



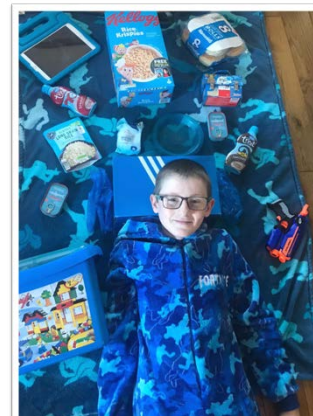
processes, looking closely at mixing a range of shades and creating detail with the point of the brush.

Artwork by Adella B, Connor R, Sonny F, Bethany W, Ethan C, Estera M, Melissa D, Roya Y, Catherine L.

Whole school summer art celebration

After the Winter period spent away from classrooms and the school community, there has obviously been a more impactful hit on all of our mental health. In order to celebrate the fact that we're all back together – as well as signifying how our homes have kept us safe, the Art Department are organising a 'Colour Celebration' project for staff and students alike. Piloted in Ms Swingler's Year 7 classes, members of the school community will be invited to create their own colour lay portrait using objects from around their home, creating an abstract surrounding in which to position themselves. These images will then be collated to create a large celebratory rainbow exhibition. There is also opportunity for this to be spread out to the wider school community, including the primary Tolkien cluster, as part of the summer workshops. For visual inspiration on how these images are created, please see the examples by staff, 7M and 7W below.



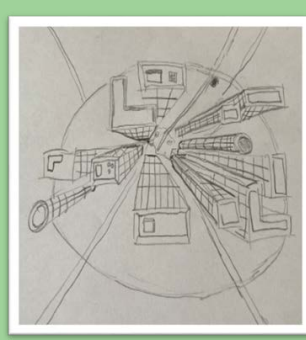


Year 8

Year 8 students have been focusing their artistic studies on architectural technical drawing, a popular project as many students are interested in pursuing architecture design and planning as a career. Lessons have been focused on investigating how to create perspective using horizon lines, vanishing points and lines of direction. Due the nature of this style of design, it was vital that live modelling techniques were sustained, even when students were working remotely. It was here that step-by-step processes became even more helpful too, and students' work proved that they had taken care and consideration in forming accurate, functionally sound and aesthetically pleasing studies. Next, Year 8 have begun to explore a range of architecture styles from wide historical and cultural contexts. This has included exploring local Tudor buildings and how their design met the functionality needed for the time, and St Basil's cathedral in St.Petersburg, where the design is based on more symbolic references. Now students are back in the classroom, they will be exploring a range of styles using different painting and printmaking processes, including oil paint rub, watercolour and oil pastel transfer.



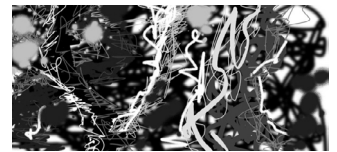
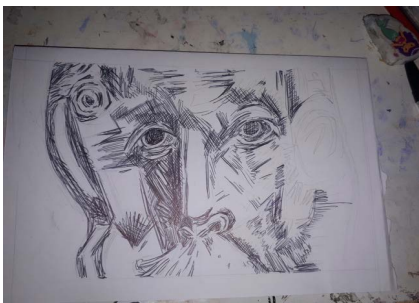
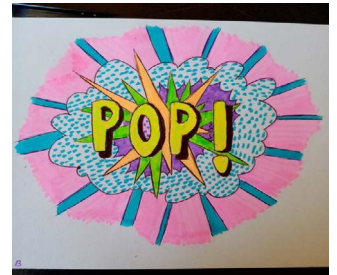
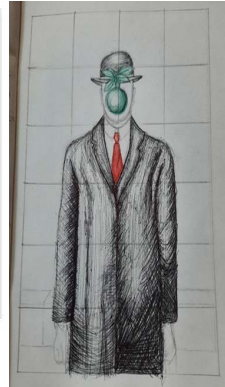
Artwork by: Anne R U, Abigail F, Roisin H, Florence J, Erin A



Year 9

Year 9 Art students have continued to travel through time, discovering a variety of artistic styles, processes and ideas. They have been working closely with the abstract nature of German Expressionism during the early 20th century, through to the more vibrant and controversial works of Dada and Abstract Expressionism's forefather Jackson Pollock. Within these art movements, students have embraced the opportunity to work with more unorthodox materials – building digital and analogue collages in response to news articles, wider media and political focuses. Without an art classroom to create it, students instead took inspiration from Pollock's work to create digital action painting on Sketchpad.net. Students were expected to choose an emotion to recreate using colour and movement as their focus, each experimenting with a rich range of hues and 'brush' strokes. They have recently been introduced to the impactful and dynamic Pop Art, where they will use Lichtenstein, Warhol and Hamilton as inspiration to create vibrant acrylic paintings and process-driven prints. Hopefully, we will continue to see a large uptake of Year 9s opting to take their Art studies further at GCSE, as the year have continued to prove their skill and curiosity for the subject.

Artwork by: Niamh C, Roni Y, Marika P, Emma G-J, Lucas H, Kamill M, Megan B, Lewis O'S, Ava McG, Caitlin L, Megan B, Skyla S

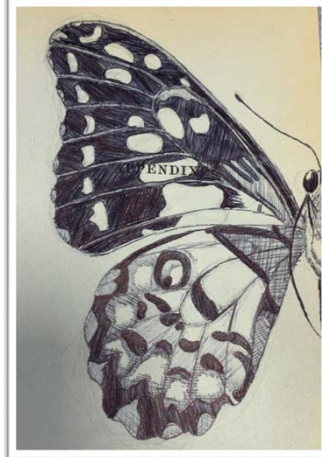


Year 10

Year 10 GCSE students have been working on individual artist exploration. This is their first opportunity to choose the direction that their own artistic practice could take them, using broad themes of natural form, architecture and landscape as starting points. Students have embraced this opportunity with enthusiasm and drive, choosing exciting artists as their inspiration and even though they've had limited materials at home to work with in comparison to school, there has been some fantastic outcomes created. Students have continued to work with a wide range of materials for these, as well as being introduced to a few new digital manipulation processes. They are now extending their experience of working with a mix of media now they are back in the classroom, developing their work to embed the chosen artist style but working from their own images. We can't wait to see what wonderful work they produce!

Artwork by: Fiona L, Shania M, Gracie S, Dani C, Fiona L, Mischa J, Aira P

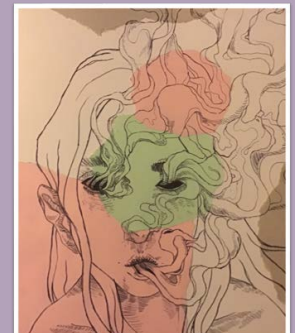
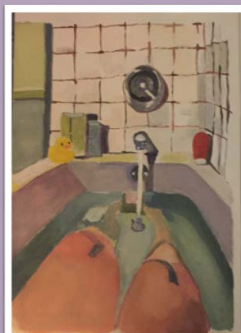
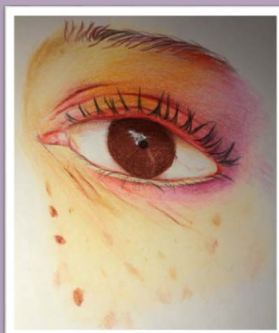
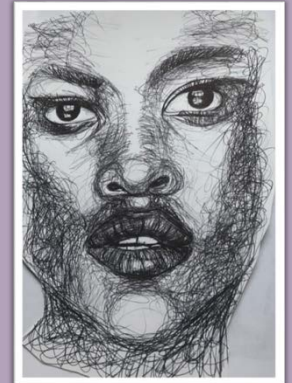




Year 11

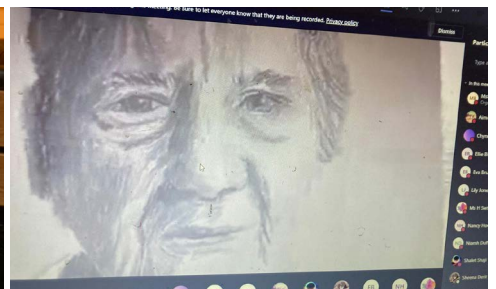
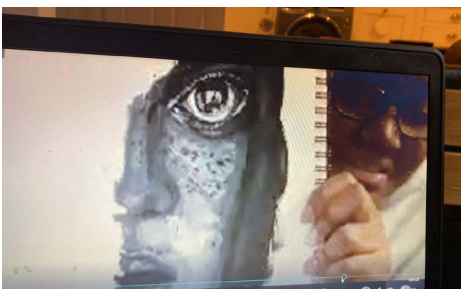
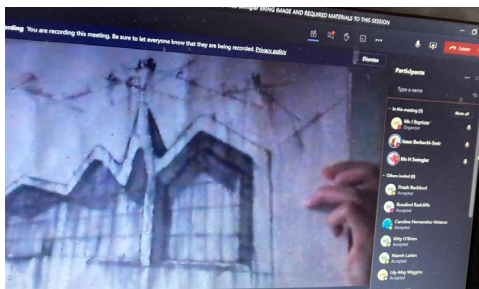
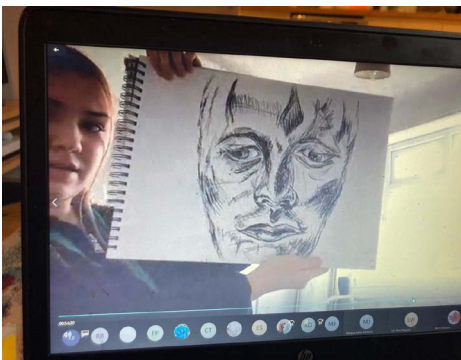
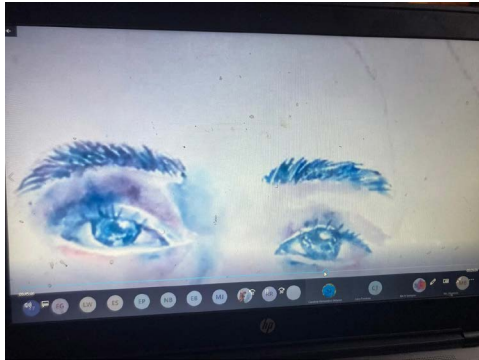
Year 11 students have begun their final project in their GCSE studies. This has been pitched as a continuation of their previous project, but exploring their chosen themes in finer detail or with a different perspective. This has given opportunity for students to really refine their work further, tapping into their experimentation experience in previous projects to push the boundaries with composition, media and concept. Some students have chosen to work with topics close to home, investigating domestic surroundings, interiors and family, whereas others are using their Art GCSE as an escape to look at more abstract themes of colour, line and movement. Regardless of their chosen path, Year 11 students have risen to the challenge by working in live lessons to complete timed studies using limited materials and surfaces in unorthodox ways – like highlighter drawings, concertina booklet studies and layered works. This has been crucial in building the portfolio needed for their GCSE, as well as opening up avenues within their work they may not have first thought of. We cannot wait to see how they continue with similar energy now they're back in the classroom.

Artwork by: Fallon O'S, Millie O, Tess O'C, Lola H, Meg M, Meghan H, Bridget P, Megan W



Year 12 & 13 – Timed Studies

Providing the usual high quality provision for A level has been at the forefront of the department's drive for the course of the national lockdown. Through live lessons, students have taken part in live drawing and painting workshops, working on large scale responses and building a portfolio of small scale studies alongside this. The sheer amount of work created by these classes has been very impressive as students have really engaged with the set tasks and listened to the live feedback provided by teachers during the online lessons. This work is essential exploration and development moving forward, as students begin to work from own photos to strengthen their chosen themes and concepts.



Celebration of Art

A main focus this term has been to celebrate Art by adorning spaces across the whole school site. Offices, classrooms, reception area, corridors, Sixth Form common room and many other learning and social spaces have been addressed so far, with a selection of Sixth Form pieces being mounted and displayed. This is an ongoing process which will continue on a much larger scale once the building works are completed. The images below are examples of spaces with art in situ. Whether it's a memory or a feeling, a piece of art can evoke powerful emotions when we look at it. Art can cheer us up after a bad day, make us remember, or inspire us to do more in life. In the words of Claude Monet "Everyone discusses my art and pretends to understand—as if it were necessary to understand—when it is simply necessary to love."



Christmas Bishop's Got Talent Mystery Illustration Challenge - Virtual Event

Due to in-person events not being feasible in December, the Art department instead created a virtual one! Form groups across the whole school were invited to choose from a range of mystery time-lapse drawing videos created by each member of the department to work from. These ranged from traditional religious illustrations to cartoon-inspired reindeer, and much fun was had by all! This is an exciting new provision that we hope to embed within the department's extra-curricular provision too, so that even more students can get involved in Art at BC!





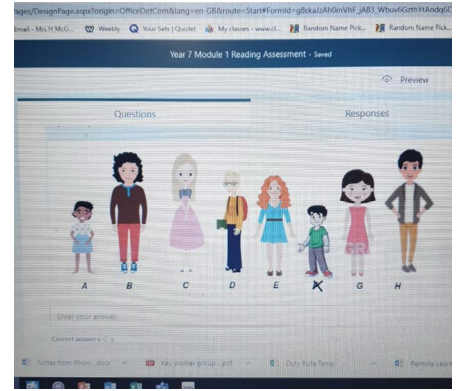
The 2021 lockdown did not take us by surprise this time, and we were very happy to be prepared for it – Class Charts, students with working devices, Teams, Forms, OneNote, graphics tablets etc. With over 90% engagement at KS4 and over 70% at KS3, we were able to carry on with our curriculum without major reshuffle.

Teaching and learning

Year 7

Year 7 have completed their end of module 1 assessment on Forms and moved on to Module 2 – mon collège (my school).

Here is an example of Year 7 reading online assessment on Microsoft Forms.



Year 8

Year 8 have completed module 2 (Paris je t'adore); a key module where the perfect tense is introduced. They are now just about ready to sit their T1 assessments in school.

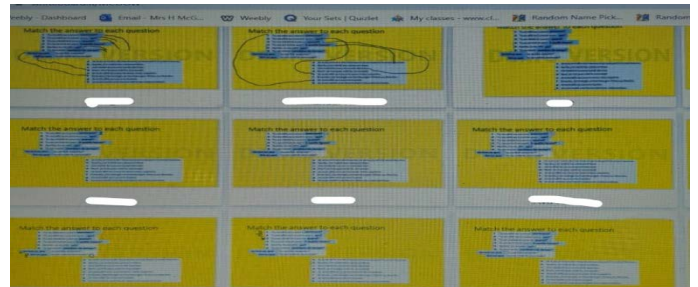
Year 9

Year 9 have also finished module 2, which conveniently, was about the use of new technology. They also completed a short assessment on module 2 while in lockdown.

One of our challenges was also to keep our students practising their speaking skills and we have managed to do so, thanks to the "Record" option on OneNote and PowerPoint.

Year 10

Year 10 studied the topics of homelessness and healthy lifestyle. Here is a snapshot of a year 10 class using whiteboard.fi, a website allowing students to use a mini-whiteboard online. This is a website we want to carry on using in class with KS3 netbooks, especially while COVID is still in our lives.



Year 11

Year 11, who are currently revisiting all the GCSE topics, studied 2 modules during lockdown. They also used their time to practise some past papers, and do some speaking practice. The pen pal letter exchange also carried on, and you will find some nice examples of letters from our students below.

Salut Alexandre !

Merci beaucoup pour votre lettre ! Je fadore ! Vos mots sont très gentils et c'est beau et j'adore les couleurs et les motifs. Le rose est mon couleur préférée, avec le jaune aussi. Je suis désolé que je ne peux pas décorer ma lettre ou la faire jolie.

Pour ton ami : j'aime vraiment Technobloade et jachett ! Je les regarde tout le temps et ils sont partie de mes préférés ! Si me regardent très heureux et je suis heureux que vous les connaissez aussi. Je regarde aussi un peu Beats et j'aime aussi les vidéos de PNAF de Mardiplot !

Mon cochon d'Inde, Bill, est mort, et j'étais assez triste mais il ne souffre plus. Maintenant, j'ai aussi deux chats, qui s'appellent Griffin et Luna ! Je les adore et ils sont très beaux. J'utilise aussi aimeront mon cochon d'Inde, Digger.

J'espère que vous pouvez visiter l'Angleterre à l'avenir et vous pouvez sortir et boire du thé espèrent ! L'ambiance boire du thé et l'essais de le boire fréquemment cependant c'est dégoûtant pour moi ☹️

Quel dommage ! Heureusement, j'aime le thé glacé ! J'aime aussi les jus - Le jus de raisin, jus de grenade, jus de pomme et de poire, je les aime tous !

Je peux jouer de la guitare, du piano, de la flûte à bec et du trombone et je jouais dans un orchestre ! Maintenant, je n'ai pas le temps, mais j'essais de jouer du piano quand je peux.

Je me suis bien amusée à Noël. J'ai mangé BEAUCOUP de chocolat et j'ai reçu des cadeaux cool, comme un Nintendo Switch ! Les nourriture était magnifiques et je suis végétarienne alors je n'ai pas mangé de dinde mais les pommes de terre étaient délicieuses. Comment était votre Noël ?

Je suis désolé si ma lettre est petite, je ne suis pas géniale en français et je ne peux pas dire tout ce que je voudrais dire.

Salut Samuele!

J'aime les maths donc quand je vais être plus âgé je voudrais devenir un comptable.

Personnellement, j'adore vivre en centre-ville mais j'aimerais vivre à la campagne ou à la banlieue car la vie peut être trop bruyante. À Birmingham, il y a beaucoup d'attractions, par exemple, "Bullring" et deux grands stades de foot (St. Andrews et Villa parc).

Aussi, je vais courir chaque semaine et, en été, je joue au cricket avec ma famille. J'utilise une application appelée Strava. Si je pouvais, je regarderais tous les sports anglais en direct mais à cause de Covid-19, nous devons rester à la maison.

Quand je joue à jeux des vidéos, j'aime écouter de la musique. Mon genre de musique préféré est l'Indie. Mes artistes préférés sont Gerry Cinnamon, Oasis, Beatles et Jamie Webster.

Qui est ton artiste préféré? Qu'est-ce que tu fais le weekend? Connais-tu des footballeurs suisses? Utilises-tu souvent les réseaux sociaux? As-tu une petite amie ou un petit ami?

Au revoir,
Dan

Year 12 and 13

Year 12 and 13 have now moved on to their last topics, and during the last week of lockdown, we explored the use of "breakout rooms" on Teams, where students worked with each other, speaking French. This was a good transition for them before coming back to face-to-face lessons. We have also explored the use of OneNote with KS5 particularly, a Microsoft application that we intend to carry on using. Here is a snapshot of a year 13 OneNote lesson page:

Paragraphe #2 Dans les années 80, il y avait en gros deux thèmes récurrents dans le discours du FN : l'insécurité et l'immigration. De nos jours, le parti de Marine Le Pen parle plus d'économie, d'euro, de société. Il s'est mis à jour. Il n'est plus seulement focalisé sur les problématiques de ces villes de la première couronne parisienne ou lyonnaise qui étaient surtout confrontées à des problèmes de petite et moyenne délinquances et des problèmes relatifs à l'implantation de populations immigrées dans certains quartiers.

5 minutes

Thèmes de l'économie / société / immigration / insécurité nationale

mondialisation / l'Europe - du manque de souveraineté nationale

rebricette

Quel est le message important transmis dans ce paragraphe ?

Le futur

The recent lockdown has pushed us to rethink our use of new technologies, which we have really embraced in the MFL department. As you can see from the examples above, the department has truly enjoyed exploring the use of new online applications, particularly ones by Microsoft. This is something we are very keen to keep, as a change in the way we teach.



BUSINESS

Despite the closure of schools since January we have been making good progress in terms of teaching the curriculum for all of classes. We have become more confident at utilising remote learning. The use of Desmos has been a major advancement in our teaching at KS4 and KS5. It has allowed us to gauge understanding and engagement much more immediately and therefore enhanced the remote learning experience for the students.

The topics currently being taught in our different classes include the following:

GCSE (9-1) Business: Marketing. The marketing mix (product, price, promotion, place) and how this will change in importance for different businesses and industries.

Business and Enterprise Level 1/2 Vocational qualification: Operations management, types of production, quality and lean production.

Year 12 A level: Capacity utilization, labour productivity, unit costs

Year 12 Vocational A level: Business ethics and PESTLE analysis, assessing business performance, financial and non-financial measures, short and long term performance.

Year 13 A level

Leadership and Critical path analysis, culture, Handy and Hofstede

COMPUTER SCIENCE AND ICT

Key Stage 3 Computing

Year 7 explored system architecture and explored the factors that can affect the performance of the CPU. Year 8 students embarked on a new data representation scheme, which saw them build on their binary skills from year 7. Year 9 looked at system security, the types of attacks that computers are susceptible to and crucially, how to avoid them.

Year 11

Year 11 students are currently working towards the completion of R085 as this unit is near completion due to work prior to Christmas. We are once again awaiting specific details from the exam board; however, it is already known that progress on this coursework can be used to inform the teacher assessed grade process.

continued exploring new content with both Mr Ebrahim and Mr Ravenscroft, content for which good progress has been made and assessment of which will be undertaken in the coming weeks.

The year 13 group were scheduled to sit their mock exams at the start of January; this of course did not happen. The department made the decision to continue with preparation for these mocks as the focus of remote learning; at the time it was once again unknown as to when we would return to the classroom. This focus gave students a goal to work towards.

Key Stage 4 Computer Science

During remote learning both the Year 10 and Year 11 groups have continued to engage with new content. Where the new content has presented a challenge to deliver remotely, lesson time was used to re-visit previous topics to ensure a strong understanding was there. Mr Ebrahim and Mr Khitab have endeavoured to ensure the same high standard of work from our key stage 4 computing students, and we are really pleased with their commitment to work and progress made in these challenging times.

Key Stage 4 ICT

A normal academic timetable for year 10 has then study unit R081 – pre-production materials; a traditional paper-based exam, and unit R082 – image production; a practical unit that requires Adobe Photoshop to successfully deliver. For remote learning it was decided that focus would shift from both units to only unit R081, allowing for remote learning to take place and students to continue to make meaningful progress. At the time of writing, we are awaiting further guidance from the exam board as to how coursework units will be awarded this academic year.

Key Stage 5 Computer Science

Much like the key stage 4 computing courses, delivery of content here has been as unaffected as possible given the circumstances. The Year 12 group have



Key Stage 5 ICT

Like the key stage 4 ICT courses, the situation here is trickier due to the course being vocational and therefore modular. Year 12 ICT were working towards two units of work; Unit 2 – a computer-based exam where they complete tasks around a given database, and Unit 3 – an extended piece of work where they explore the relationship between social media and business. Unit 2 is like those at key stage 4 in that it cannot be delivered remotely. A decision was therefore made that remote learning for year 12 would follow two strands: Unit 3 with Omar Khitab and then Mr Ravenscroft would slowly introduce Unit 1 content to them; the Unit 1 exam will be sat in January 2022, so all work is relevant to them. At the time of writing, we are awaiting guidance from the exam board as to how both Unit 2 and 3 will be assessed this year.

Year 13 ICT's position is also complex. As part of their study for this year they are to complete Unit 1 and Unit 6. However, early in the academic year the decision was made by the exam board to remove the assessment requirement for the optional unit (Unit 6). This of course left Unit 1. The Unit 1 exam was part of the January exam window, a window in which the decision to sit or not sit the exam was ultimately given to the students; only one student chose to sit the exam. During remote learning year 13 have continued to engage with unit 1 content despite the exam window in the summer being cancelled. This has been done as we expect to provide teacher assessed grades for this unit.

ECONOMICS

Within the department Mr Hetherton and Mr Sarcevic have continued coverage of the A-Level course, through remote teaching. Both teachers are progressing through the scheme of work in the planned timescale and there has been a seamless transition into remote learning.

Both teachers are constantly incorporating the latest news, statistics and up to date economics, given the ever changing nature of the subject. For example, Mr H Sarcevic has repeatedly looked at government policy used to tackle the effects of Covid-19 and the impact that Covid-19 has already had on the economy.

Budget 2021: Key points at-a-glance

© 30 minutes ago



Chancellor Rishi Sunak has unveiled the contents of his Budget in the House of Commons.

Setting out the government's tax and spending plans for the year ahead, he announced new measures to help business and jobs through the pandemic and

Assessment

Summative assessment is a vital part of any A-Level course and enables teachers to track progress and regularly assess student understanding. Within the department both teachers have endeavored to continue with regular assessments to closely monitor student understanding and to provide as clear of a picture as possible regarding the progress of our students. Assessments have been conducted over live lessons using a combination of Microsoft Teams and/or email. Student assessments have been marked and detailed feedback has been sent back to students in order for them to be able to build on their understanding and improve exam techniques.

Teaching

Teaching has predominantly taken place on Microsoft Teams and independent tasks have been assigned where appropriate. The intention has been to strike a fine balance between new content coverage and independent practice for students to apply newly developed knowledge.

Graphics tablets have been utilised where appropriate, allowing teachers to model live and explain their thinking. This powerful tool has effectively replicated the use of the whiteboard within physical classrooms and translated into the online setting.

Regular homework is set to supplement lessons and classwork, as this enables students to consolidate their knowledge. Examples include; past paper questions; research tasks to keep students astute to the latest developments within the UK and the global economy; finally utilisation of the online platform 'Seneca' which allows students to revisit prior learning and be questioned on content.

Calculating the value of the Multiplier

$$\text{Multiplier} = \frac{1}{1 - \text{MPC}}$$

Marginal Propensity to consume

Example:

Birmingham City Council receive an initial investment of £100m. If the MPC = 0.9

$$\frac{1}{1 - 0.9} = \frac{1}{0.1}$$
$$= 10 \leftarrow \text{multiplier}$$

overall change

$$£100\text{m} \times 10 = £1\text{bn}$$

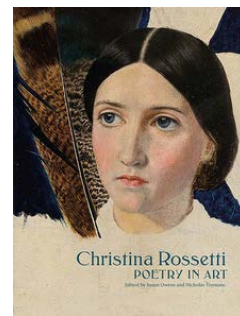
ENGLISH

Y13 – Christina Rossetti

It is one of the great consolations of literature that words written ten, one hundred or five hundred years ago can speak so eloquently to our current struggles, anxieties and dreams. When the speaker of Christina Rossetti's 1858 poem 'Up-Hill' asks "Does the road wind up-hill all the way?", I think most of us can empathise with the voice's longing for reassurance at a time of uncertainty and hardship.

Remote education presented teachers and students with a seemingly arduous path, but the journey along it has proven most rewarding. In completing their study of the poetry of Rossetti, Year 13 English Literature students not only risen to the challenge, but exceeded expectations. As a cohort they are to be congratulated on their commitment and sensitivity.

Online 'live' lessons delivered via Teams provided a forum for in-depth discussion and shared analysis of Rossetti's poetry. The results have been inspirational. The quality of students' verbal and written responses has, truly, been a pleasure to witness.



Year 12 poetry

With the potential stresses that can arise as a result of lockdown, experts have suggested that one way to escape the worries of daily life and to calm the mind is through reading poetry. Fortunately, Year 12 have been studying a poetry unit since Christmas, so these lessons have hopefully not only been educational, but also beneficial for students' mental well-being!

The students have read and studied a series of Post-2000 poems, covering a range of relevant issues in the twentieth-century, from the perils of growing up in a modern society to the power struggles frequently at play in relationships. The poems have also hopefully opened students' eyes to a range of different cultures and contexts, from Ireland to India. All of the year 12 students studying the poems have engaged really well with all the texts. The level of critical thinking that students have had to demonstrate will stand them in really good stead when they are ultimately examined on the poems in their A Level exams at the end of next year.

Year 8 – Detective Fiction

In the first half of the Spring Term, Year 8 continued their study of detective fiction by exploring genre conventions through their own creative writing. Students had a chance to practise key skills to develop their own writing, such as describing setting and characterisation, before bringing these skills together to write their own detective fiction stories. These stories demonstrated the full range of the genre. Some featured hard-boiled Private Investigators in the vein of Raymond Chandler, while others developed Holmesian detectives solving murders and missing person's cases with wit and eccentricity. The odd Batman-esque vigilante made it into the students' stories as well, showing off just how diverse the genre is, as well as how creative the students can be.



Throughout the scheme, students have been working chronologically through the play, exploring plot, themes, characterisation and context while traversing the complexities of Shakespearean English. An integral part of the scheme is paragraph writing, which allows students the opportunity to practise the process of analysing language. As part of the return to the classroom, we look forward to attributing more time to drama activities in the form of performance lessons.

The attitude of our Year 8 students to this new scheme has been fantastic. Students have immediately engaged with an indubitably challenging text, showing a level of focus that has been encouraging and inspiring. We look forward to welcoming them back into the classroom.

Persuasive Writing Year 9

During the Spring term, Year 9 students have had the opportunities to combine a plethora of topics in English including PSHE, History, Science and Geography by looking at persuasive writing. The ideas touted were to discover and create a broad understanding of different, pivotal issues throughout the last century: the climate change crisis, the changing nature of the reputation of historical figures, the impact of the fight for gender equality from Emmeline Pankhurst into modernity, amongst many other topics.

Students have focused on the art of rhetoric, as defined by Aristotle, looking at the key to making writing persuasive: pathos, logos and ethos. They have identified where such skills have been used effectively, which is a core skill in the Year 11 GCSE English Language Paper 2 where students are asked to compare non-fiction texts from the nineteenth century and today. Having followed the Year 9 course, students have had an early opportunity to look at the differences in language and the comparative perspectives based on time.

Likewise, students have enjoyed having the opportunity to create their own persuasive, non-fiction pieces looking at a range of forms including newspapers and letters. As always, we have endeavoured to help expand students' cultural capital and vocabulary using methods for vocabulary retention and expansion whilst building up their understanding of nuance and persuasive devices. The pieces they have written have been fantastic and students have really enjoyed this course.

Year 8

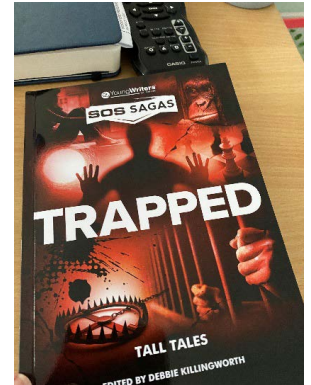
In the latter half of the Spring Term, Year 8 students have been reading *The Tempest*. For some, studying this play is a first encounter with the works of William Shakespeare. For most, it presents the first opportunity to explore the entirety of one of Shakespeare's plays.

Year 7 – Animal Farm

With the difficult circumstances around their Year 6 experience, the Animal Farm scheme of work for Year 7 was changed completely to better suit the needs of our cohort, and to embed the skills required for the Year 6 SATS exams. Students are still reading Animal Farm, as per previous years, however the focus within the scheme have changed to embed those key SATS skills and ensure no learner is left behind. We hope this will mean our Year 7 students are confident and competent when approaching a text both to understand its meaning and to analyse and infer. The scheme still offers many opportunities to expand students' awareness of context - with our learners regularly referring to Communism and Capitalism - ideas which they can confidently discuss and include in their thinking and analysis now. I don't think there are the words to say how proud we are of our Year 7 cohort and their incredible diligence and resilience in the face of such uncertainty. They have done themselves proud with their commitment and effort!

Creative Writing Success

The winners of the competition that took place in Creative Writing Club last term have finally been able to see their work in all its published glory! The anthology of work, entitled "Trapped, features short stories from three members of our creative writing community. The anthology itself will take pride of place in our school library for all to read and enjoy!



GEOGRAPHY

Year 7: United Kingdom

Year 7 have continued to develop their knowledge and understanding of the country in which they live, the UK. The students learning from home has enabled them to explore some of the UK's physical features such as rivers and coasts. Within this, Year 7 have investigated issues regarding erosion and flooding and the social, economic and environmental impacts these can have. Human concepts such as development and migration have also been studied. This half term Year 7 will be introduced to the next unit, one of the world's superpowers, China. This topic has already sparked great enthusiasm amongst the year group who excited to share their knowledge and learn more about a country that is so frequently in the news. The students' curiosity will be captivated through exploring China's human and physical environments and enquiring into why China is expected to have the largest economy in the world by 2040. The unit of work will also allow students to debate the controversial topic of the One Child Policy whilst evaluating its success and failures.

Year 9: Iceland

The start of the spring term saw Year 9 continue their new unit of work, Iceland. This unit has been newly designed to help students develop the skills necessary for GCSE whilst still sparking students' curiosity and engagement. The topic begins by introducing students to the location of Iceland and the theory of plate tectonics. Throughout the unit students have learnt about the hazards associated with plate boundaries, using Eyjafjallajökull as an example. With Iceland being the only country in the world which obtains 100% of its electricity and heat from renewable sources, Year 9 have also had the opportunity to investigate why the country has been so successful with using energy sources such as geothermal energy.



Year 8: Brazil

Whilst learning from home, Year 8 have continued to focus on the country of Brazil. The lessons have enabled the students to enquire into a wide range of geographical concepts. On the one hand students have investigated the human geography within Brazil such as their culture and the wide disparity between living conditions and opportunities and on the other, students will have learnt about the physical environment such as the Amazon Rainforest including deforestation within the rainforest, the damage it is causing, who it is impacting and why different stakeholders have varying opinions. Students have also had the opportunity to demonstrate their learning by completing a project whereby they created a brochure for Rio de Janeiro. This task enabled them to develop their independent learning, practise geographical skills as well as how off their understanding of place.



Year 10: Urban Issues and Challenges

This GCSE unit of work has seen students learning about the many challenges urban areas face. Students study issues such as crime, housing inequalities and urban sprawl in cities such as Rio de Janeiro in Brazil and more locally here in Birmingham. Year 10 engaged well with a variety of platforms whilst working from home including SENECA, Quizziz, One Note and Microsoft Assignments.



HISTORY

Year 7

Year 7 have shown superb resilience over the last term. In history, Year 7 have continued their study of the power and challenges facing Medieval kings. They have been looking at why King John has been remembered as a terrible king and why interpretations of him have changed over time. They will then begin to look at the Peasants Revolt in order to understand the ways in which peasants were affected by the Black Death. Year 7 have done well with remote learning, using Class Charts and teams to attend live lessons.

Year 9

Year 9 continue to make excellent progress this year in History. They have recently completed an important topic where they investigated the wider question of “how could the Holocaust have happened?” This topic was emotionally and intellectually draining however it was a topic the students engaged fantastically with and had the utmost respect for. This work on the Holocaust culminated in an assessment where students had to argue whether Hitler was solely to blame for the Holocaust. This assessment not only tested the student’s contextual knowledge, it also allowed students to develop key historical skills which they will continue to develop should they choose to take History at GCSE. Recently Year 9 have also begun a new topic looking at the ‘why the world went to war again in 1939’. Students have engaged well so far as they have studied the aftermaths of WWI and the long-term impacts this had on the outbreak of WWII. Over the next coming weeks, Year 9 will be set a piece of extra-curricular work focusing on the role of famous women in history to celebrate ‘Women’s History Month’. After the success of the ‘Black History Month’ project in October we anticipate students will engage well with this work. Overall Year 9 are continuing to work well in History and are showing much potential for their future studies.

Year 8

As we entered lockdown in January, our Year 8 students were investigating what Britain was like during the period of the Industrial Revolution. Having examined the causes of this truly momentous period in British history, they had moved on to examine how people in Britain were affected by the changes that were taking place and were thinking about how far it was a period of progress. During lockdown, they have explored various aspects of life in Britain at this time and thought deeply about how people were affected by living and working conditions, the slave trade, the Great Famine in Ireland, improvements in public health and the struggles undertaken for political reform. We have been delighted with the dedication shown by our students since that day.

They have been attending live lessons and continuing to engage with learning delivered via Class Charts, working with enthusiasm and commitment in what have been very unusual and challenging circumstances. By and large, they have risen to this challenge admirably. With the resumption of face to face teaching in March, Year 8 students will be moving on to a new part of the scheme of work and exploring the causes and consequences of the First World War. This will build on prior knowledge and understanding of historical conflict as well as the learning they have done about the development of the British Empire. The topic will help them develop a deeper understanding of causation and provide them with an opportunity to study some fascinating source material of various types. We are very much looking forward to seeing them all once more and welcome the opportunity to offer them whatever support we can as they continue with the rest of their history course.

Year 10

Year 10 have been studying life in Nazi Germany and looking at how the Nazis controlled workers, women and youth. They began studying this topic in September and have completed it using remote learning lessons. The majority of Year 10 lessons were delivered live through teams or via pre-recorded presentations. They will begin the new topic of the Cold War in March. To support their learning students submitted work using ClassCharts and Microsoft Assignments and used online quizzes and revision websites like SENECA to support their revision. As a year group they adapted well to this new style of learning and attendance in live lessons was high. Even so, students appear relieved to be back in the classroom where they can learn with their peers and receive regular and targeted support to help them complete the work.

Year 11: Resource Management

Year 11 have impressed whilst working from home and shown a great commitment to their studies in difficult circumstances. Currently students are learning about the challenge we face around resource management. They look at issues such as food inequalities and issues around energy insecurity. We will ensure as a department we give students every opportunity to achieve the grades they fully deserve. Robust plans are currently being put in place to ensure evidence based and fair teacher assessed grades are awarded to our students.

Twitter

Please follow us on @BCChallonerGeogDept. Here we will be sharing updates on the department and any relevant posts that we feel will be of benefit to our students and followers.

Year 11

Year 11 have started a new topic from January – Crime and Punishment. In this unit of work they examine the ways in which crimes and punishments have evolved over time. Year 11 lessons have been taking place remotely using Microsoft Teams with resources and instructions being issued on ClassCharts. Within the lesson teachers have adapted to use the chat function and online quizzing platforms to assess student learning. Now that students are back in the classroom the teaching of this topic continues alongside regular exam practice in order to support teachers in making their judgements at the end of the academic year. Year 11’s GCSEs have faced massive disruption due to the pandemic and yet they continue to show determination and drive in achieving their best in the subject.

Year 12

Despite remote learning, Year 12 have continued to be proactive in their A Level studies on the Making of Modern Britain and the Making of the USA. Students were incredibly dedicated to their studies during the lockdown period. The department is continuing to use 'flipped learning' strategies to aid student's understanding in lessons. On the Britain side of the course, students have completed studying the 13 years of Conservative dominance and are beginning to look at Harold Wilson's victory in 1964. Students will be making comparisons between the Labour government of the 1960s with the Conservative governments. On the America side of the course, students have been looking at the idea of Progressivism and why it was so appealing in the aftermath of the restrictive Gilded Age. We have been focusing on providing modelled examples and 'step-by-step' guidance to assist students with analysing interpretations and sources.

Year 13

Year 13 have also continued to be dedicated to their studies during remote learning. Students have continued to work on their Non-Examined Assessment and have submitted essays containing excellent research to their supervisors. Throughout the coming weeks, students are continuing to study significant areas of content, such as the Blair Years on the Britain side of the course and the Vietnam War in the USA side of the course. They have shown maturity in what has been difficult circumstances and as a department we are very proud of them.

LAW

Despite the upheaval of the past 12 months, Year 12 are becoming more confident as they embrace the challenge of the new A level law. In lockdown they started to study criminal law. The topics covered included Murder, manslaughter, Diminished Responsibility, Loss of control, Theft, Robbery and Burglary. Attendance to on line lessons was excellent and even though there were some technical issues at times, students were engaged and participated

in the lessons. They have returned to their legal studies at school with great enthusiasm and are now looking forward to planning their career path with a large percentage looking at careers in law or related to the legal system

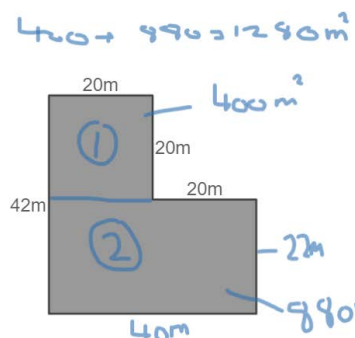
Year 13 are presently revising the contents of the A level syllabus and are working hard. They also participated well in the live lessons and despite the uncertainty they face with the cancellation of exams they have returned to school with abundant eagerness to attain the grades of which they are capable. They are currently revising Contract law which includes the topics of Offer, Acceptance, Consideration, Privity, Terms and Frustration. They are also participating in online interviews to secure a place at university. Many of them have chosen to study law at various Universities

MATHEMATICS

KS3 Summary

An invaluable tool in enabling staff to effectively deliver online was the utilisation of graphics tablets. We invested as a department in a graphics tablet for each member of staff. This meant that teachers were able to model live via Microsoft teams and explain as they modelled, much like they would in a physical classroom using a whiteboard. Given the highly methodical and procedural nature of the subject, we felt it was vital to enable teachers to replicate this process as much as possible in an online setting.

In the live lessons taught via Microsoft teams, staff were able to model examples using their graphics tablet and were able to use effective assessment for learning in lessons through use of diagnostic questions and Desmos. The use of diagnostic questions enabled staff to set multiple choice questions containing misconceptions as possible answers so that these could then be addressed. Desmos was an effective way of teachers seeing the work that students completed in lessons, further address misconceptions and share good examples of work between the class. Both were invaluable AFL tools which noticeably increased engagement and allowed teachers to react/identify areas of development.



Good job Explain your thinking.

1280

Edit my response

Explain your thinking.

I split the shape into two rectangles and worked out both separately

Edit my response

Here is an example of some work completed on Desmos by a Year 8 student.

Now that we are back in school the Key Stage 3 maths homework support club will run across three rooms each Wednesday, so to separate year groups into different rooms. This will ensure that all students have the opportunity to receive extra support with their work.



Year 10

Year 10 have continued their excellent start to the year, and the vast majority engaged in all elements of the remote learning, which is to be commended.

Students were due to sit mid-year assessments, but these were cancelled, and schemes of work were adjusted following the school closures. Year 10 had been due to commence studying work that was better to be taught in person (and with printed worksheets), so instead work from the summer term was completed during their period of remote learning.

KS5 Summary

Post 16 mathematics students have returned to school having largely kept up with schemes of work during the lockdown period. Year 13 A Level Maths and Further Maths students will have finished all the content of the course, both the pure and applied, by Easter and so the attention turns towards revision and assessment. This will begin the process towards awarding teacher assessed grades for these students. Year 12 A Level Maths students have fallen behind in places due to the difficulties of remote learning but sufficient measures will be put in place in order to support them in catching up to where they need to be. The biggest challenge has probably fallen on the Year 12 Further Maths and Core Maths students, both groups having expected to take examinations this year in normal circumstances. Careful consideration will need to be given about how to proceed with these students given the difficulties they've had with learning content and retaining knowledge.

Four students from Year 12 participated in the "Mathematical Olympiad for Girls (MOG)", and all received certificates for their efforts. The MOG is designed to encourage girls and young women across the UK to tackle advanced mathematical problems. This academic year the competition was sat virtually.

UKMT Maths Challenge

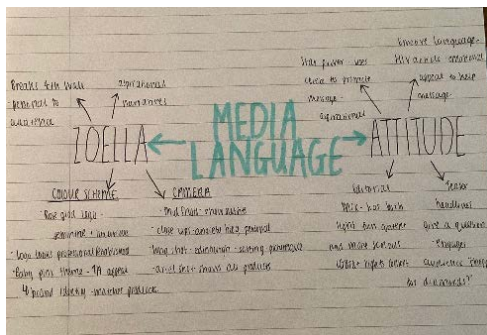
In January, our top sets in Year 10 and 11 also participated in a virtual maths challenge: the "Intermediate Maths Challenge". This is a series of increasingly difficult multiple choice questions aimed to promote a love of problem solving. We were delighted with the uptake from students at home, and we eagerly anticipate their results.

MEDIA STUDIES

GCSE Media

Remote learning enabled us to deliver 'live' lessons covering the content for the magazines unit in Year 10 and a music video unit in Year 11. In Year 11, students have watched the videos on Youtube and completed a range of lesson tasks around analysing codes and conventions, representation and audiences. Synchronous teaching via Teams has been interleaved with research tasks whereby students have used the internet to add to their knowledge of music industry topics such as fandom and Motown.

Before half-term, students spent a lesson completing a 20-mark exam-style question. Responses were of a high standard and showed progress from the mock completed before Christmas.



Y13 Media

We are so proud of the way our Year 13 have responded to the challenge of online learning. They had all live lessons and contributed enthusiastically throughout. Over the last half term, we have delivered the final content of the course, exploring online media and the impact of the internet on audiences, society and the wider media landscape.

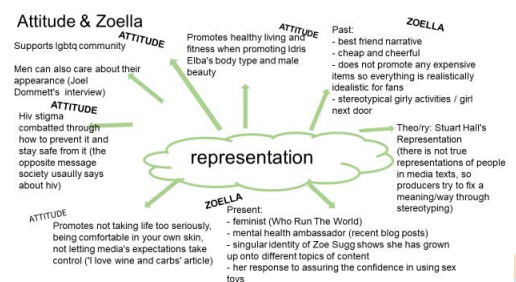
At the end of this half term, following a very successful mock examination which was delivered across the Assignments function in Teams, the class had the chance to create a shared mind map, using the Breakout Room facility in Teams. This is a

fantastic facility where the class can engage in separate group work collaboratively with each other in a virtual 'room' outside the main meeting. As a teacher, you can drop in and out of each room and eavesdrop on the discussion and this keeps students on their toes! Each group was assigned a key concept to focus on from Media Language, Media Audiences, Media Industry, Media Representation.

They were responsible for prioritising and collating the most important information on each mind map to share with the rest of the class. After the initial fear of unmuting subsided, students worked productively and found the experience of being able to do group work really beneficial. The mind maps were then shared across the class, saving everybody time. Students were asked at the end whether they had found breakout rooms helpful for them and they were overwhelmingly positive. Luckily, we will be able to benefit from collaborative work together in the next two weeks!

Year 12

Year 12 have faced the challenge of having two new teachers from January but have adapted well. We have had to adapt the sequencing of the curriculum to suit online teaching, partially in terms of the resources available and also the nature of the subject often being group work based. Students have studied the print advertising unit and also the video games and newspaper industry.



PE & SPORT

The PE department at Bishop Challoner Catholic College are extremely pleased to welcome students back to school following the lockdown period. As a department, we have been incredibly impressed with the remote learning work that students across all year groups have produced.

Remote Learning Sessions

The PE department have strongly encouraged all students to continue to maintain a healthy, active lifestyle throughout the lockdown period, as well as enjoying the activities and challenges set. During term one, the Physical Education teachers of students at KS3 and KS4 uploaded a PowerPoint which included a range of physical challenges such as 'Standing Long Jump', 'Keepy Ups', 'Skipping' and a walk/run distance challenge. Students were also challenged to complete a 'Pilates' session, 'Abs' and 'HIIT' workout as part of their weekly challenges. These challenges were completed during students' normal lesson time for PE and as many times as they wanted to throughout the week. It was fantastic to see so many students challenging themselves to walk/run a particular distance, and below are a few examples of some of our Year 7 and 8 students running and walking a big distance.

As a department, we were delighted to see so many students uploading images and videos of the challenges they completed. The effort that students put in, as well as their creativity with equipment and activities was outstanding.

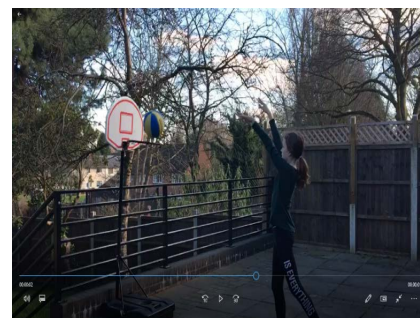
Alongside the physical challenges that students were set, we also provided some Physical Education theory work for all students at KS3 to complete. Every week, class teachers uploaded a theory task to Class Charts, with each task focusing on a different topic. The challenge focus each week included: Exercise and Health, Sport and Fitness Analysis, Healthy Diet, Mental Well-Being, Sleep, and Healthy Body. Students were required to follow the instructions in their booklet, complete a series of questions and upload their work to Class Charts. This was a brilliant opportunity for students to explore the theory side of Physical Education and this work enabled KS3 students to develop an in depth understanding of health and well-being.

Some of the answers that students had written and produced were remarkable and their engagement in these tasks were brilliant. We especially loved seeing the delicious and healthy meals that students cooked! A fantastic effort.



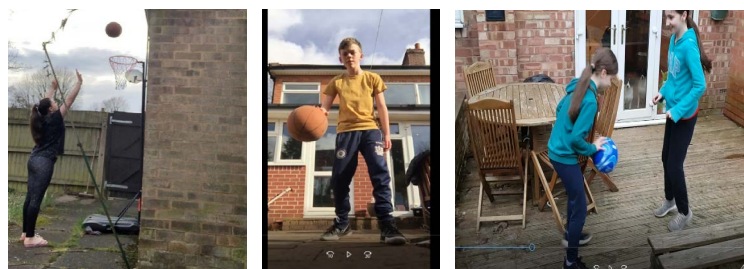
Practical Challenges

After the half term break, practical challenges and activities continued to be set for students to complete. Key Stage 3 students were given three separate tasks linking to their assessment criteria, and were required to choose and then carry out one of the tasks. Some students chose to film their efforts completing a Netball, Basketball or Football skill. It was excellent to see how creative students were with the equipment that they used and which skills they chose to perform. Other students watched a video of a particular match and recorded themselves commentating it. The commentary that students recorded were absolutely outstanding and we appreciated how enthusiastic our students were when completing these tasks.



KS4 students were given the opportunity to complete a range of different fun and practical challenges such as 'Strava Art', 'Pilates Challenge', 'Tea Cup Challenge' and 'HIIT Fitness'. It was great to see KS4 students giving the challenges a go.

Students were also challenged to either make a rules booklet containing information about their favourite sport or to create a coaching video to share with the Year 7 students joining us next year. It was brilliant to observe so many students engaging with these practical and theoretical tasks assessing their understanding of rules and regulations in specific sports.



In addition to these remote learning challenges, a handful of Year 7 and Year 8 students participated in multiple live PE lessons with Miss Shirley. The lessons consisted of a 'HIIT' workout followed by core exercises. Students engaged brilliantly in these sessions and contributed their own ideas effectively.

As we welcomed all students back into their PE lessons, they have had the opportunity to develop their skills in a range of sports and activities such as Rounder's, Cricket, Adapted Striking and Fielding and Health Related Fitness.

Extra-curricular Clubs and School Sport

We are delighted to that morning and after school PE clubs commenced on Monday 14th March for Year 7 - Year 10 students. The morning PE clubs encourage participation in physical activities as well encouraging students to participate in non-competitive games. As a department, we are planning to place more of an emphasis on friendly competition during after school clubs from the 26th April. We are strongly encouraging students to attend and get involved in the extra-curricular clubs that are on offer and we are very much looking forward to opening up further opportunities for them.

	AM- 7.45-8.25		PM- 3.20-4.15
Monday	9X/7RC Miss Hunter / Miss Shirley		7RC Mr Wilson & Miss Hunter
Tuesday	8Y/ 10Y Miss Beall / Mr Moreira	KS3Lunch Yr7-8 Boxing Mr Noone (Invite only) Starting 20 th April	8Y Miss Beall & Mr McDermott
Wednesday	8X Mr Wilson / Miss Smyllie		8X Miss Ellis, Miss Smyllie Mr Noone- Yr7-8 Boxing (Invite only) Off site-Starting 21 st April
Thursday	7B/ 10X Mr Moreira / Mr Malley		7B Miss Hampson, Mr Moreira & Mr Malley Mr Moon & Miss Shirley (ball crew training off-site)
Friday	9Y Mr Noone		None

Depending on the release of government guidance, we are excited at the prospect of organising some intra school and intra form competitions during the spring/summer term. Our department will be looking into the possibility of playing tournaments within school and potentially against other schools during the summer term. We are extremely keen to give our students the opportunity to represent their form, year group and school in some competitions and tournaments over the coming months. We have also started planning for our annual Sports Day and we are hopeful that this will be able to take place in June this academic year.

Ball Crew 2021

Bishop Challoner have provided the Ball Crew for many years for the Birmingham Classic Tennis Competition. Due to the lockdown period last year, we were unable to take a ball crew squad, which was extremely disappointing. However, we are thrilled to have been given confirmation that we can take a Ball Crew Squad of 36 Year 8 and Year 9 students this year for the Birmingham Classic 2021. The Year 8 and Year 9 trials/training for this event develops skills such as teamwork, concentration, determination and a hard work ethic which we believe are beneficial to our students. We are very much looking forward to selecting an enthusiastic and dedicated squad of students for such a fantastic and enjoyable event.



PA AND MUSIC

This year has brought many challenges to the Music and Performing Arts department; delivering what would normally be practical lessons via Teams has been interesting to say the least! At Key Stage 3, we have worked consistently to enable students to continue to access the full Music curriculum, in line with National standards and guidance, through adapting and developing relevant schemes of work, with a wide range of online musical resources.

Year 7

In Year 7, learners have been learning about, and developing, their understanding of music from around the world. We have explored cultures, traditions, rhythm elements, textural devices, music from the oral tradition, instrumentation, African drumming techniques and critically analysing and reflecting on musical features within the African continent, appreciating music from different regions within Africa.

The intent of this scheme is to develop students' understanding of the world through music, developing learners' identities through music and opening their eyes to a wider musical landscape. Now that we are back in school, learners have been able to implement the understanding and knowledge they have learnt virtually through practical activities, beginning with group African drumming. Independently and confidently, learners are transferring their knowledge into a practical context. We will continue this scheme of work by taking a virtual trip around the world next to Brazil, then the Caribbean and finally, India!

Year 9

In Year 9, learners have drawn on all aspects of their musical experience with a clear progression of all musical styles throughout their journey within the Key Stage. We have focused particularly on the use and power of music within the media, analysing music from television, adverts, media, video games and film. Through this scheme, learners have further developed their knowledge of Western classical music, orchestration, musical elements and devices, with a particular focus on how music is created with specific intent and the evoking of emotion through music. Many learners also demonstrated their skills further by performing and recording themes from films such as Schindler's List, Star Wars, and James Bond; this was a true delight to see.

Performing Arts

Year 10 Performing Arts learners have continued with their work and preparation for Component 1 of their course. This has included them analysing roles and responsibilities of the creative, production and performance teams within Musical Theatre, in particular focusing on the wonderful musical, Les Miserables. They also began with the performance aspect of this, partaking in live virtual singing lessons. This proved to be very interesting as everyone apart from Mrs Choudhury was on mute! Now back in school, socially distanced singing and acting of the musical is taking place and everyone is thrilled to be back in our comfort zone again.

Our Year 11 Performing Arts learners have been working on initial research and ideas for their final performance, which will take place in May. They have been set the commission of devising a performance, between 10 and 15 minutes in length, which explores issues surrounding making our communities safer. The target audience is a community audience of all ages and learners have come up with some incredible ideas on topics which they could tackle through their piece. They have all also chosen songs, dance numbers and even written their own monologues to perform within the piece. Now back in school, they are working as an ensemble to find ways to integrate their ideas and start on the practical devising process. We really look forward to seeing the results of this in their final performance in May.

And finally, lockdown did not prevent our learners from continuing with their instrumental lessons. Over 60% of learners opted to continue their lessons with peripatetic staff online and these lessons have run perfectly, with some learners expressing a preference for having their lessons virtually, rather than face to face! Now back in school, all instrumental students are continuing with their lessons and it has been a delight to see them carrying their instruments into school each morning!

Year 8

In Year 8, learners have been enhancing their knowledge and understanding of instruments in the Orchestra, with a particular focus on the Brass family and music for royal celebrations. Within this scheme, learners have explored the role and purpose of music within celebrations, with royal celebrations being at the forefront, giving us the opportunity to explore British values and traditions. As well as exploring brass instruments and their use and purpose in Fanfares, learners have also explored how this family of instruments are used within film and media. In line with the National Curriculum, learners have developed their knowledge of the late and great Western composers within a musical timeline (Romantic and Classical periods, where the Orchestra developed) to the extended Orchestra (for Film).

GCSE and A level

At GCSE and A level, music students have been able to continue with their analysis of set works online and the attendance to our live analysis lessons has been fantastic. Year 10 GCSE music learners have explored popular music throughout the 20th century, leading up to their first set work, Killer Queen by Queen. Musical scores were posted home and our Year 10 musicians admirably navigated the skill of following a complicated score, explained and analysed by their teachers through Teams. The Year 10 musicians have also been exploring Classical musical traditions and are successfully working through an in-depth analysis of Beethoven's Pathetique Sonata. We have been extremely impressed with the work ethic displayed by this group and are now seamlessly continuing with the virtual work we have been doing in the classroom.

Year 11

Year 11 musicians have also been continuing with curriculum content, as well as preparing their recitals for Unit 1 of the GCSE course. Many have been practising on their chosen instrument and sending the work in via email, which has been an absolute joy to watch. Having finished their compositions in the Autumn term (which were the most varied and eclectic mix we've ever had!), their focus is on preparing for the performance and listening and appraising aspect of the course.

Year 12

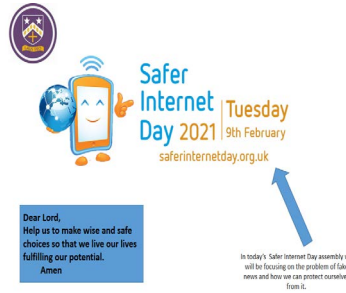
Year 12 A level musicians have sped through analysis of set works and have thrived in the midst of remote learning. As with the GCSE musicians, we have simply been able to continue with our analysis back in school and it seems like we've never been away! They have explored Film Music by appraising and analysing music from Danny Elfman's score to Batman Returns, and, in complete contrast, have studied Clara Schumann's Piano Trio and a Bach Cantata as part of the Instrumental Music component.

PSHE Assemblies

During lockdown, Heads of Year continued to deliver assemblies live to students. Below are a small sample of topics covered in our assemblies:

Safer Internet Day

This assembly focused on the dangers of fake news, especially in relation to the pandemic. Students were shown examples of fake news and how these are easily spread on social media. They looked at the impact these news articles had on the people who believed them and they were tasked with considering how they can spot fake news.



Dear Lord,
Help us to make wise and safe choices so that we live our lives fulfilling our potential.
Amen

In today's Safer Internet Day assembly we will be focusing on the problem of fake news and how we can protect ourselves from it.

Fairtrade Fortnight

The purpose of this assembly is to empower students to take charge of their consumerism and consider the impact their purchases may have on others. Students were informed about key facts relating to fast fashion and cheap labour, they were also given examples of how they could make a difference by shopping 'fair trade'. Through an explanation of a fair trade banana farmer, the assembly enabled all to understand the truly devastating impact of buying from companies that don't comply by fair labour practices.

The Power is in Your Hands!

- Buying Fairtrade is easy. There are over 6,000 Fairtrade products from coffee and tea to flowers and gold, so when you shop, look for the FAIRTRADE Mark.
- You can also shop online at www.traidcraftshop.co.uk
- Here are some ideas to get you started!

BISHOP CHALLONER SIXTH FORM COLLEGE *Aspire to be more*

Refugee & Asylum in the UK

Dr Waheed came to live in the UK and eventually trained as an NHS doctor after fleeing his home in Afghanistan. This powerful assembly introduces the life of Dr Waheed from his childhood living in a war-torn country, to making it across the border, moving to the UK and working very hard (whilst working full time) to gain qualifications that eventually led to his acceptance into Cambridge University medical course. Now Dr Waheed uses his knowledge and skills to inform doctors in less fortunate countries, upskilling them on how to deal with COVID 19. The story challenge's discriminatory perceptions of refugees and asylum seekers and demonstrates the significance of hard work and resilience.



Personal, Social, Health and Economic Education

Over lockdown, our students in years 7 to 9 have continued to complete their PSHE lessons online either via pre-recorded lessons or live Teams lessons. The topics the students have completed are different to those usually followed during this time of year, the reason for this was to ensure more sensitive topics are taught in school.

Year 7 and Year 8 have completed a new Money Matters scheme of work. The purpose of this topic was to equip students with the financial knowledge and understanding to make informed decisions now and in the future. The classes covered many issues such as; the difference between wants and needs, different banking options including credit cards and loans, how taxes impact income and how they can be a clever consumer. The highlight of this topic for many students was the online budgeting activity. The students were set a certain budget depending on the number of people that live in their household, they then had to select an online supermarket and create a weekly shopping list. Many students feedback that they didn't realise how expensive certain things cost and how the average weekly food spend for their household size can actually be a difficult budget to stick to.

Year 9 students have recently been completing a whole host of PSHE lessons that vary in nature but help them to make healthy and informed choices. Topics the students have covered include:

- The dangers of misuse of legal drugs and issues surround illegal drugs
- The dangers of alcohol, smoking and vaping
- The nature of eating disorders, how to avoid/spot them and where to seek help
- Blood and organ donation
- Vaccinations and their significance in society
- Online safety and digital footprints
- Gang culture and dangers

Title: What is the best way to pay for things?

Starter task: In pairs, using what you learnt from last lesson, answer these questions.

- What is a credit card?
- What is the difference between wants and needs?
- What is the one piece of advice you would give someone about how they look after/spend their money?



Giving Blood

The NHS states on their website that they need:

- Almost 400 new donors a day are needed to meet demand
- Around 135,000 new donors a year are needed to replace those who can no longer donate
- 40,000 more black donors are needed to meet growing demand for better-matched blood
- 30,000 new donors with priority blood types such as O negative every year are needed
- More young people are needed to start giving blood so they can make sure that they have enough blood in the future

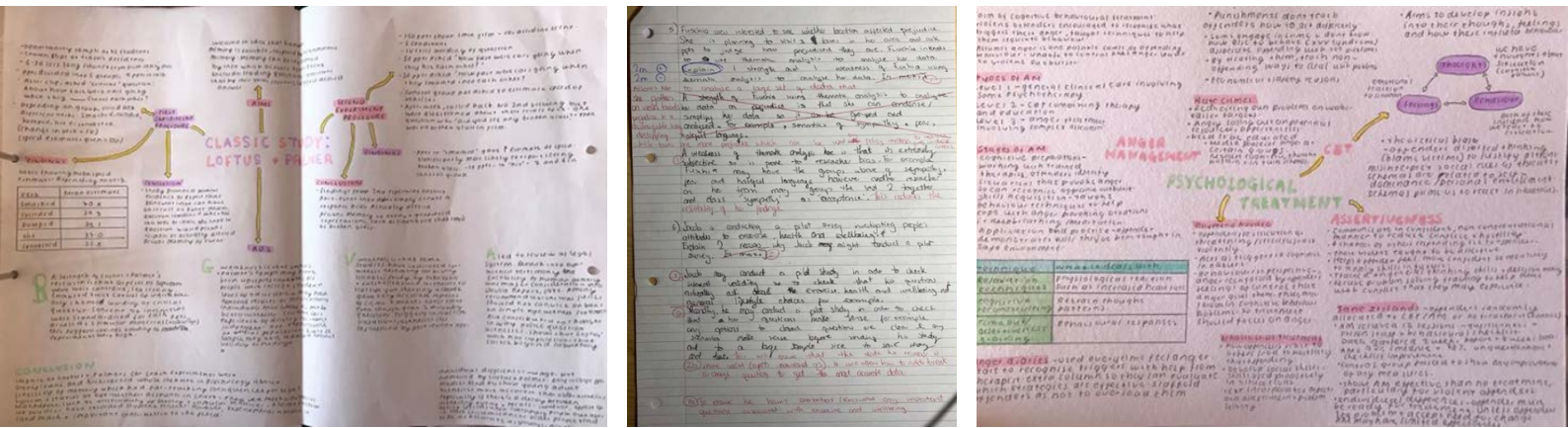
PSYCHOLOGY

Year 13

During the last half term, Year 13 students have learnt about biological and psychological explanations of offending, ways in which psychology has informed how professionals work with offenders/witnesses, such as psychological formulations to understand and help reduce recidivism and cognitive interviews to elicit the most accurate recall from witnesses. They have also studied psychological treatments (anger management) and biological treatments, such as diet and drug treatment. Students have enjoyed studying criminal psychology so far, as it has required them to review units from Year 12, namely biopsychology and cognitive psychology. Most students also enjoy watching television documentaries on serial offenders who are often used as case studies for students to practise application skills.

Year 12

As with all paper 1 topics, Year 12 students have started Behaviourism by focusing on research methods. In particular, the strengths and weaknesses of using animal research within psychology, using the thalidomide case as a reference point. They have also examined the different ways of conducting observations and how to ensure research is as reliable, valid and ethical as possible. Research methods is a synoptic part of the course and thus students have been reviewing/making links to previous content covered. Due to covid-19 restrictions, students have been unable to conduct their own research. They have applied what they have learnt so far to designing observational studies, which they will conduct when it is safe to do so. Year 12 students will now be moving onto study Classical Conditioning, beginning with Pavlov's famous study on dogs.



RELIGIOUS EDUCATION

Key stage 3

The vast majority of the spring term saw the department make the transition to deliver the curriculum remotely as a response to the national lockdown.

We are immensely proud of our students and the mature manner in which they engaged in their remote learning. Students were magnificent in their attendance to lessons, their participation and engagement in lessons and the excellent work they produced in such challenging circumstances.

Year 8

Year 8 students have recently been studying the topic 'Why are relationships important?'. The focus of this unit is to enable students to develop a deep understanding of the Catholic beliefs in the importance and beauty of loving, committed relationships. During this unit of work students have explored issues such as;

- Why are relationships important?
- What is true love? (four Greek forms of love)
- What do we learn from the calling of Matthew?
- What does God's unconditional love mean to me?
- What is the purpose of marriage shown through the ceremony?
- What are Catholic teachings on sex outside of marriage?
- What does the bible teach about love and commitment?

Year 7

Year 7 students have been focusing their learning on the big question 'Who is God and Why are people religious?' This unit of work has enabled students to explore questions such as;

- Why are people religious? What is the Holy Trinity?
- Who is God the father?
- Who is the Holy Spirit?
- Who is Jesus the incarnation?
- How did Jesus suffer for us?
- Jesus lived, died and rose again to save us – what does this mean?
- What did Jesus teach us through the beatitudes?
- What struggles did the followers of Jesus face?
- Who was St Bernadette and what is a pilgrimage to Lourdes?

Students have demonstrated high levels of maturity and intelligence in their ability to learn highly technical terms and through their ability to come to grips with extremely challenging concepts such as the Holy Trinity and Jesus as the incarnation.

Students have shown excellent research skills through the use of their networks during this topic, this was particularly prominent in the work on Lourdes as a place of pilgrimage.

Year 9

Year 9 students are now approaching the final stages of their key stage 3 curriculum and their Religious Education mastery process across key stage 3.

Most recently students have been studying the unit: How is the Catholic Church unique?

This unit has allowed students to consider the following areas of study:

- What is the Catechism and Catholic Magisterium?
- How does the Church act as the 'Body of Christ'?
- How is Mary seen as a model of the Church? (Discipleship, faith & dedication)
- How is the Nicene Creed a declaration of faith and where did it come from?
- What is the nature of the Trinity? (Refer to St Augustine & biblical evidence)
- What is the incarnation?
- How is Jesus the best moral example?
- What does stewardship mean to Catholics? (Laudato Si)
- What are humanist views on stewardship?

This unit of work has allowed students to deepen their understanding of key concepts within Catholicism, with a specific focus on developing their understanding required for the transition to GCSE in Year 10.

Students will now turn their attention to the unit 'Does God exist?'. This unit of work will be the assessed area for their T2 assessments and will enable students to focus on developing revision skills as well as necessary subject knowledge. We are highly confident of students completing highly academic pieces of work in this area and we look forward to preparing students in areas of revision and assessment preparation with the view of helping students complete KS3 with a range of necessary skills for GCSE.

Key stage 5

Year 12

Year 12 are making excellent strides in their A-level studies. Recently students have been focusing on Philosophy and Ethics.

Students have demonstrated high levels of engagement throughout and much work has been completed recently to help students understand the required skills for success at AO1 and AO2. It has been extremely pleasing to see students engaged in their subject knowledge and now beginning the process of putting this knowledge into high quality written outcomes.

Year 13

Year 13 students maintained a superb attitude towards their studies throughout the period of remote learning and we are delighted to have them back in class for face to face delivery as we spend time learning final pieces of the curriculum. We will also use this window to allow students time to complete meaningful assessed work that will be important in providing evidence to determine their TAG grades that will replace formal A-level examinations this year.

Key stage 4

Year 10

Year 10 continue to make excellent progress in their first year of GCSE studies. This year has seen Year 10 reflect on issues such as:

- Catholic and scientific views regarding the origins of the universe.
- Catholic views on The Sanctity of Life.
- Religious and non - religious views concerning abortion and euthanasia.
- The importance of preserving and protecting the planet.
- Reflecting on why God may allow evil and suffering.
- Reflecting on Jesus as a source of moral authority.

Students have recently begun to study Judaism which will contribute 25% towards their final GCSE grade. After studying Judaism, students will then begin revision preparations towards a mock examination which will indicate the progress made this year. We look forward to helping students develop their revision skills and analysing these results and setting targets for next year in preparation for Year 11.

Year 11

Year 11 have continued to display outstanding attitudes towards their learning and we were particularly impressed with their focus and dedication towards their work across the period of remote learning.

In recent weeks this has seen students reflect on issues such as:

- The difference between crime and sin, their relationship to morality, with reference to absolutist and relativistic approaches to the morality of actions.
- The different rationales given for criminal penalties: retribution, deterrence, rehabilitation and a critical evaluation of the justifiability of each.
- Arguments for and against Capital punishment within Christianity.
- U.K. laws, festivals and traditions are rooted in the Christian tradition. However, festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated.
- Christian teachings about forgiveness, including interpretations of teachings: with reference to the tension between forgiveness and punishment

Year 11 now have the opportunity to continue their studies of Religious Education face to face as we look to deliver key content that will continue to shape their knowledge and personal development before they embark on the next chapters of their education and life journeys. We will also use this window to allow students time to complete meaningful assessed work that will be important in providing evidence to determine their TAG grades that will replace formal GCSE examinations this year.



SCIENCE

Curriculum

Students from all years who have been struggling with science have been able to collect revision guides and workbooks from the school reception. These resources offer great support for individuals as they enable them to do extra work at their own pace as and when they need to.

Material Studied since January 2021	
Year group	Content
Year 7	<ul style="list-style-type: none"> Sexual reproduction in animals Acids and alkalis Current and electricity
Year 8	<ul style="list-style-type: none"> Food and nutrition Combustion Fluids
Year 9	<ul style="list-style-type: none"> GCSE transition topics Biology- Key Concepts Chemistry – States of Matter Methods of separating and purifying substances Physics – Motion and forces
Year 10	Continuing through GCSE specifications
Year 11	Finishing GCSE content delivery.
Year 12	Continuing through A Level specifications
Year 13	Finishing A level content delivery.

Chemistry Olympiad

Despite being in lockdown, one of our Y12 chemistry students, Anne Mary J U, took part in the UK Chemistry Olympiad.

This is what she wrote about the experience:
"The Chemistry Olympiad is organised by the Royal Society of Chemistry every year in the UK. It is a highly challenging and competitive Olympiad based on Chemistry and is targeted at GCSE and A-Level students. If successful, it takes you onto the International Chemistry Olympiad. I was fortunate to have participated in it this year. It showed me the importance of Chemistry in the world we live today and helped me stretch my Chemistry knowledge into more practical and real-life applications. I feel very positive and happy about the adventurous experience of trying to solve the paper. I would recommend it to all students who love Chemistry. It made Chemistry more interesting than ever. I feel extremely proud for participating in it and am waiting to take part in it next year."

This was very challenging work for Anne Mary and the pride she feels is well-deserved.

SOCIOLOGY

As we entered lockdown in January, Year 13 sociology students were revisiting their Year 12 Research Methods unit and starting to prepare in earnest for their mock exams. Our Year 12 students were coming to the end of their first unit of work on Education and about to start the Research Methods topic. I have been delighted with the dedication shown by our students since that day. They have been attending live lessons and continuing to engage with learning delivered via Class Charts, working with enthusiasm and commitment in what have been very unusual and challenging circumstances. By and large, they have risen to this challenge admirably. With the resumption of face to face teaching in March, Year 13 students will be delving more deeply into sociological theories and perspectives, and making a study of Crime and Deviance in society, whilst Year 12 students will begin an exploration of Families and Households in contemporary society. I am very much looking forward to seeing them all once more and welcome the opportunity to offer them whatever support I can as they continue with the rest of their sociology course.

Lesson 10 Unit 23

Content Analysis

Strengths of Content Analysis	Limitations of Content Analysis
<ul style="list-style-type: none"> It is pretty easy and inexpensive to build a sample that is representative Content Analysis looks directly at communication via texts or transcripts, and therefore gets at the content aspect of social interaction It produces highly reliable quantitative data Content Analysis is easy to replicate, thus can be quantified using a standardised research framework, which can then be applied across a wide range of media It is also pretty easy to gain access to the broadcast or publication that your interested in studying Content Analysis can present an objective account of events, themes, issues, etc that might not be immediately apparent to a reader, viewer or general consumer. It's a method that doesn't involve the researcher interacting with the participants or objects being studied. This then means the researcher cannot influence the behaviour of participants whilst their being studied Content Analysis can provide valuable historical/cultural insights over time through analysing texts from different time periods. Content Analysis can also provide an insight to the complex mores of the human thought process and language use. 	<ul style="list-style-type: none"> Content Analysis is a method that probably tells us very much about quality of people's thoughts or attempting to quantify people's behaviour such as peoples relationships Content analysis might not be as objective as it is said to be, this is because the researcher must select and record data accordingly. In some cases the researcher is in the place where they have to make choices about what they will interpret particular forms of behaviour. The researcher will decide if into one same category and what data will be used. It may be a very time consuming method especially if the researcher is analysing a number of different sources Content analysis only provides the researcher with a snapshot of peoples behaviour at a single moment in their life as well as statistical data. Content analysis doesn't explain peoples behaviour it only describes it. It does the researcher what the behaviour the people involved and those that watching and how they interpret it.

Questionnaires as a Research Method

Lesson 7

The P/I Divide

Questionnaires are quick and cheap methods of gathering data

Because questionnaires can be posted and done online there is a wide geographical opportunity

Researchers don't have to hire or train interviewers

2. Cost is low because people can complete the questionnaires in their own time

Data collection is easy to quantify, especially when closed questions are used

Questionnaires are quite reliable because researchers can give out the same questions and get the same answers

Another reason their reliable is because questionnaires are sent out by the individuals themselves so a researcher can't influence their answers

Questionnaires can be used for testing hypothesis about relationships between variables

use and spot relationships between variables, especially when open-ended questions

Questionnaires are an unbiased method of gathering data because the sociologists personal involvement with the participant is very limited, making them favourable when possible because they are detached and objective

Questionnaires are representative because they can be large samples of people

a. questionnaires can be sent out to a wide range of different people

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CAREERS UPDATE

National Apprenticeship Week

It has been a busy few months in the Careers team. During National Apprenticeship Week we were very conscious that we did not want to overload our students, at an already very challenging time for them. So our approach was to send all students information via email and form time activities.

The full programme was as follows:

Monday

- Opportunities Bulletin – Apprenticeship Addition with lots of information on virtual activities happening this week
- Video – What is an apprenticeship?
- Spotlight on... - Legal apprenticeships

Tuesday

- Bishop Challoner Apprentices
- Video – Stereotypes about apprenticeships
- Spotlight on... - Digital apprenticeships

Wednesday

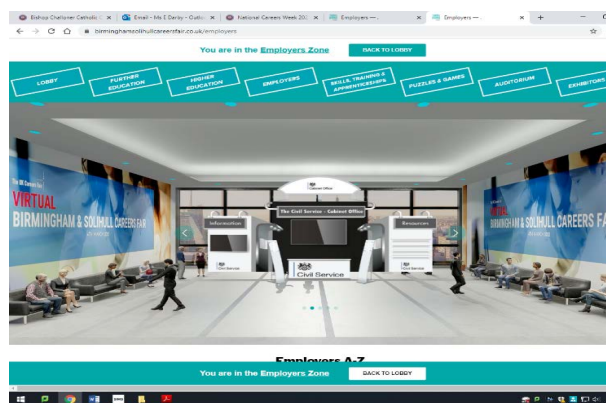
- 'Which apprenticeship am I?' Quiz
- Video – Why do employers want apprentices?
- Spotlight on... - NHS apprenticeships

Thursday

- Meet real apprentices - Video case studies
- Video – A to Z of male and female apprentices
- Spotlight on... Finance apprenticeships

Friday

- Apprenticeship Employer Wordsearch
- Video – How to apply for an apprenticeship
- Spotlight on... - Media apprenticeships



more students than usual were able to benefit from it.

A Careers Escape Room was also set up for students, this consisted of a number of different careers related challenges, which, when answered correctly, allowed students onto the next challenge. Once all the challenges were cracked, the students were able to escape.

<https://tinyurl.com/23peus2h>

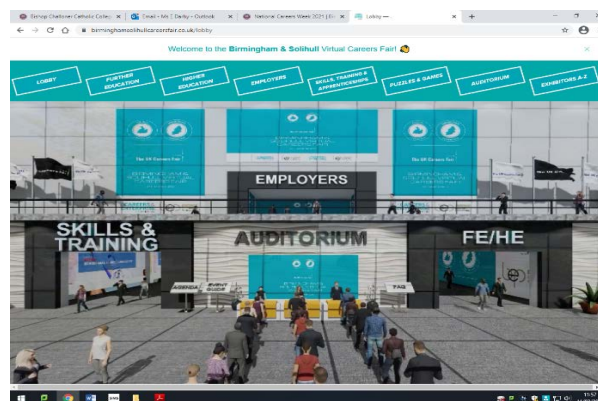
All of the aforementioned activities were advertised really creatively on the school website so that they were all in one place and could be easily accessed.

<https://bishopchalloner.org.uk/about/careers/national-careers-week-2021>

National Careers Week

Hot on the heels of National Apprenticeship week was **National Careers Week (1st-5th March)**. Traditionally this is the week in which we would hold our Careers fair in the auditorium for Years 8, 9 and 10. Still being in lockdown and following on from the success of National Apprenticeship Week, we approached one of the biggest weeks on the careers calendar in a similar way, but on a bigger scale.

Teaching staff were asked in the lead up to National Careers week to put together a careers related starter for one of their lessons. Students loved these and in some cases, wanted to continue to talk about the starter for longer than had been allocated in the lesson! A daily email was sent by Miss McGowan, our Careers Advisor which put a spotlight on an unusual careers (the list included Iceberg Mover, Aeroplane Repossession Agent, Ocularist, Hippotherapist and Chief Listening Officer!) and a different employability skill and careers insight video each day. Students had a careers assembly which took a reflective look at our School Prayer and provided students with an insight into what some of our alumni are doing now within the NHS and healthcare industry. To ensure that our students did not miss out on having a careers event this term, we took advantage of the Virtual Careers Fair that Birmingham and Solihull Careers Hubs had put together.



Students were still able to have a “live chat” with employers, including: Balfour Beatty, Ernst & Young, HS2, NHS: Birmingham and Solihull Mental Health Trust, Virgin Media, West Midlands Police to name a few. They also had access to a number of Universities, Colleges and Training Providers ready to answer any questions the students had. There was even a virtual goody bag, into which, students could download videos and information leaflets about the organisation which they could later discuss with Parents and Carers.

It still felt like the event was at the heart of Careers Week as it generated lots of careers conversations. As we were not restricted by space, we were able to run it for all year groups and, as a result,

The Great Careers Escape

Miss McGowan, the Careers Adviser has sent you on a mission to discover your future career path! With so many available options, you don't know where to start! Complete the challenges to unlock information about different jobs, skills and the world of work!

You may want a pen and paper to help you work out the answers to the challenges. If you get stuck on any challenges, email Miss McGowan for a clue - m.mcgowan@bishopchalloner.lhsec.sch.uk



Unifrog

We have been able to launch Unifrog with Years 9 and 10 since the start of the New Year. Students in both of these year groups have been set tasks to help them navigate their way around the platform initially and then begin their careers exploration. Years 7 and 8 are the only year groups left to launch Unifrog. These will be on board by the end of the year.

Careers Information, advice and guidance

Careers information, advice and guidance has continued strongly throughout this term again. Year 11 have continued to receive careers information advice and guidance during lockdown. Miss McGowan (Careers Adviser), has been contacting home and speaking to students over the phone to discuss plans for next year, support with A-Level subject choices and giving advice on preparing for college and apprenticeship interviews. This work will continue now students have returned to school. Miss McGowan has also been supporting Year 9 students and their parents/carers with making pathways choices. Year 13 students applying for apprenticeships have been worked with in a similar way. This work remains our absolute priority as we recognise just how uncertain these students are about making big decisions about their future in the midst of the pandemic.

CATHOLIC AND SPIRITUAL LIFE

Within Chaplaincy, we have many initiatives going on that you can get involved with. Highlights from this term include:

Chaplaincy Champion Team Meeting

We have launched our virtual chaplaincy champion team meetings this term. These are interactive sessions for our chaplaincy champions to have a time of formation and collaborative discussion virtually instead of our usual meetings in the chapel. Topics we are discussing this week is charities and how they can make an impact to others through charity work and the presentation of our Lord. Thank you to the chaplaincy team for virtually coming together for this time of prayer and discussion.

Virtual KS3 Drop-In Sessions

Every Monday during Break Time Join the chaplaincy team for a drop-in session of icebreakers, discussion and games during break time each Monday virtually. It is a time to pause in the middle of the busyness of the day.

Jackanory Book Club

Daily Recordings and a virtual meet each Thursday 1:20pm-1:45pm. The Chaplaincy and Library Team come together each week for book club. Each day (Mon, Tues, Weds, & Fri) we will send a chapter of the book we are reading for you to listen along at your leisure. On Thursday, we will have a live virtual book club meeting where we get to discuss the book of the week and our thoughts. Let the chaplaincy team know if you would like to join or would like more information.

Sixth Form Drop In Session

This is an initiative for sixth formers to meet with the chaplaincy team each Wednesday P5. The Lay Chaplains will be guiding sessions of personal, spiritual and leadership development. The sessions will allow you to attain in house certificates in leadership and development for each completed section. If you would like more information, email the lay chaplains.

Live Simply

Bishop Challoner has been working with St. Dunstan's parish and primary, St Albans and St. Judes on the Live Simply project. This programme focuses on supporting solidarity, simplicity and sustainability. As a part of this our Eco-Warriors have been considering more sustainable options for our community. We are supporting Fair Trade and sharing in a variety of options that can be done in school and at home.

CAFOD- Water for Lent

During Lent we are encouraging our community to live in solidarity with others around the world who continue to face hardship. We are supporting CAFOD'S Walk-For-Water in conjunction with Well-Being. Implying the importance of both together.

Links for Chaplaincy

Twitter: @BC_Chaplaincy

Lent Sway Page: <https://sway.office.com/CyNoRwGFNajljzA4?ref=Link>

Daily Prayers/Lent Content: <https://www.bishopchalloner.org.uk/daily-prayer-and-reflections/lent>

Powerful Prayers: <https://www.bishopchalloner.org.uk/catholic-life/powerful-prayers>

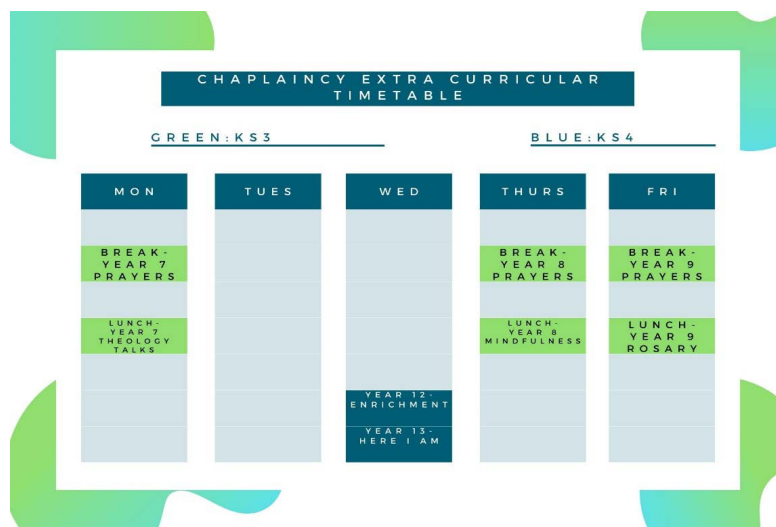
EXTRA-CURRICULAR

After a number of months of home learning we believe it is even more important that we as a school offer as many opportunities to our students as we possibly can. It has therefore been decided to re-introduce our extensive extra-curricular program, offering students the opportunity to extend and develop their knowledge, understanding and skills across subject areas. We have once again considered the safety aspects, protecting our students within their year group social bubbles where possible. Those clubs where mixed year groups are allowed to attend must maintain the same attendees weekly to reduce the amount of mixing. The timetables are shown below. It is great to see so many departments offering extra-curricular opportunities to our students, recognising it's value.

Whole school extra-curricular timetable

Monday	Breakfast Club Y7- E4 Y8- E5 Y9-F6 8-8.30 Mrs McGowan	Yr 7 Reading Eggs C4 8-8.30 Miss Wheeler	Creative Writing E1 3.10-4 Mrs Hodges	Homework Club Learning Support Area 3.20-4 Miss Wray	Drama Club PA4 3.15-4 Mrs Jethwa					
Tuesday	Breakfast Club Y7- E4 Y8- E5 Y9-F6 8-8.30 Mrs McGowan	Y9-10 Touch Typing Club C4 8-8.30 Miss Wray	Yr 8 Book Club Library 3.10-4 Mrs Fanning	KS 4/5 French Film Club L3 Week 1 3.10-4 Miss Mazabraud	Cyber Security Girls Club C4 3.15-4	Yr 7 Science Club S1 3.15-4 Miss Start (Start date TBC)	Homework Club Learning Support Area 3.20-4 Miss Wray	Yr 7 Reading Eggs C4 3.20-4 Miss Wheeler		
Wednesday	Breakfast Club Y7- E4 Y8- E5 Y9-F6 8-8.30 Mrs McGowan	Y8 Touch Typing Club C4 8-8.30 Miss Wray	Keyboard Club PA1 3.15-4 Miss Hughes & Miss McGeary	Computing Club C4 3.10-4.10	KS3 Art Club A1/A2 3.15-4.15 Miss Swingle	We Sing PA2/Peace Garden 3.30-4.15 Mrs Choudhury	KS3 Maths Drop in Y7- M6 Y8- M5 Y9- C5 3.15-4.10	Drone Club Dojo 3.15-4	Homework Club Learning Support Area 3.20-4 Miss Wray	Year 7 Chess Club SF1 3.15-4 Mr Welch
Thursday	Breakfast Club Y7- E4 Y8- E5 Y9-F6 8-8.30 Mrs McGowan	Homework Club Learning Support Area 3.20-4 Miss Wray	Rock School 3.30-4.15 Recording Studio Miss Hughes	French Club L4 3.15-4 Miss Dinu	Dance Club PA4 3.30-4 Miss Williams (start date TBC)	Robotics Club C4 3.15-4	Yr 7 Geography Club G3 3.15-4			
Friday	Breakfast Club Y7- E4 Y8- E5 Y9-F6 8-8.30 Mrs McGowan									

Chaplaincy extra-curricular timetable



PE extra-curricular timetable

	AM- 7.45-8.25		PM- 3.20-4.15
Monday	9X/7RC Miss Hunter / Miss Shirley		7RC Mr Wilson & Miss Hunter
Tuesday	8Y/ 10Y Miss Beall / Mr Moreira	KS3Lunch Yr7-8 Boxing Mr Noone (Invite only) Starting 20 th April	8Y Miss Beall & Mr McDermott
Wednesday	8X Mr Wilson / Miss Smyllie		8X Miss Ellis, Miss Smyllie Mr Noone- Yr7-8 Boxing (Invite only) Off site-Starting 21 st April
Thursday	7B/ 10X Mr Moreira / Mr Malley		7B Mr Moreira & Mr Malley Mr Moon, Miss Hampson & Miss Shirley (Ball Crew training off-site)
Friday	9Y Mr Noone		None

MENTAL HEALTH TEAM

The Mental Health Team (MHT) continue to provide support for students who are experiencing poor mental health.

We have seen the number of students who require support increase and the support from the wider pastoral team and student social workers from the SSWIS program is proving to be invaluable.

Over 100 wellbeing home visits have been made since January and as a result of these visits many students were invited in to school, as they felt the structure and routine of attending school suited their mental health better and alongside this they were able to have social interactions with other students.

During the partial closure of schools, it was identified that both staff and students would benefit from wellbeing afternoons. All members of the school community were encouraged to step away from their digital devices and take some time for themselves. We received a number of photographs from students who let us know how they spent their afternoon.

As the school now returns and we have welcomed our young people back, a lot of support has been given to students who have been anxious about taking part in the Lateral Flow Testing and thankfully this support has enabled many students to carry out the test.

The MHT will continue to offer support to the many anxious young people and it is comforting to see how this support is proving to be very positive.

OLC

This has been a surprisingly busy term for the Library Team. The absence of students has facilitated sorting, labelling, covering and cleaning of books, cleaning and relabelling the shelves, and other administration jobs.

Virtual Reading

Technical support from the Chaplaincy team has meant we have been able to pre record reading from books, which we have called 'Jackanory', and this has been sent daily to all year 7-11 students. Staff have volunteered to be 'guest readers' which is great for the school community. To facilitate connection and chat about the books, we are facilitating a weekly drop in book club for interested students. This has been a new experience for the library team and we hope the students are benefiting from keeping in touch.

World Book Day

World book day was a little bit different this year and we had planned an ambitious whole week event, it involved different subject teachers to pre-record book excerpts. They were played at the beginning of each lesson that week by the teacher and set on class charts for those doing blended learning.

Reading for Pleasure

Because of the vast documented evidence on the benefits of 'reading for pleasure', we are constantly thinking about ways to encourage students to get involved in reading and enjoying books. We also have students who want to be 'Reading Ambassadors' and help promote reading amongst their peers.

WHOLE SCHOOL LITERACY

Attainment for All: Vocabulary Consciousness

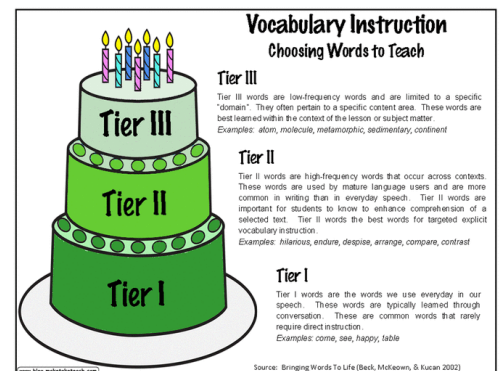
Students need 43,000 to successfully navigate higher education and graduate. With over 170,000 in the Oxford English Dictionary to navigate, at Bishop Challoner Catholic College, our focus is on exposing our students to a wide variety of vocabulary and equipping our students with the skills required to access these complex terms.

The Vocabulary Bank

It's inspired by the influential researcher Isabel Beck who provides a three tier approach to Vocabulary development.

Vocabulary Banking, our whole school initiative, promotes and rewards vocabulary development. It aims to encourage students to understand the power and value that vocabulary has in our lives. Across all areas of the curriculum, students are able to harvest words that they feel they will be able to use in their own answers.

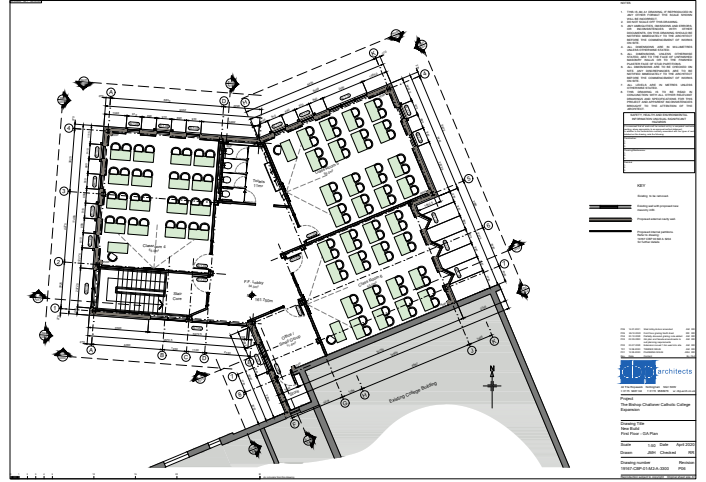
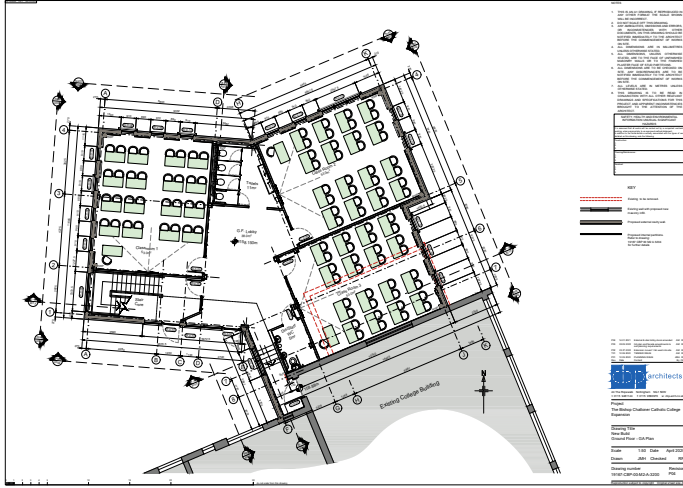
Students are encouraged to look out for significant words and phrases and to make them stand out by putting at * next to them. Students add these words to their 'Vocabulary Banks' before using them in their own work.



PREMISES UPDATE

It has been a very busy few months for the site team and much progress has been made not only with ongoing repairs and refurbishments, but also with planning and preparation of upcoming works during the Summer Term and beyond.

CAFOS have now delivered the welfare on the school site and we are hopeful that the external works for the six-classroom new build will start in due course. We are also hopeful that the refurbishment of the interior toilets on the ground floor and first floor will start shortly. Please see the plans below for the new build. An exciting time for the school.



TEN:TEN RESOURCES – RELATIONSHIPS EDUCATION

Year 8 are currently completing a relationships education topic in their Religious Studies lessons. The resources have been provided to us by an organisation called Ten:Ten; these resources have been promoted by Birmingham Diocese and the Catholic Education Service. For more information regarding our Relationships and Sex Education policy and example resources please see this link: <https://bishopchalloner.org.uk/catholic-college/curriculum/relationships-and-sex-education>

All lessons use videos to introduce information to the students; these videos ensure all students are receiving the same information and enable us to meet the statutory expectations of relationships and sex education that came into force in September 2020.

Lesson Overviews

Session 1

Who am I? - The vision for this lesson is to consider our core identity that each of us is completely and uniquely created by God. We discuss the unity of body and soul, created lovingly by God.

Session 2

Changing bodies -This session focuses on puberty and the development of one's physical, emotional and sexual self. Daunting though it can be, we discuss it as part of God's plan for us.

Session 3

Healthy Inside and Out - During this lesson we discuss self-esteem and how we can nurture it and look after the way it impacts us.

Session 4

Where We Come From – This lesson considers how sexual intercourse is revealed as more than just a physical act but a gift from God for married couples. It is an expression of love and His plan for how babies are made.

Session 5

Family and Friends – The vision for this lesson is to reflect on different types of friendship and family structures. We delve into strategies for managing behavior through consideration for thoughts, feelings and actions.

Session 6

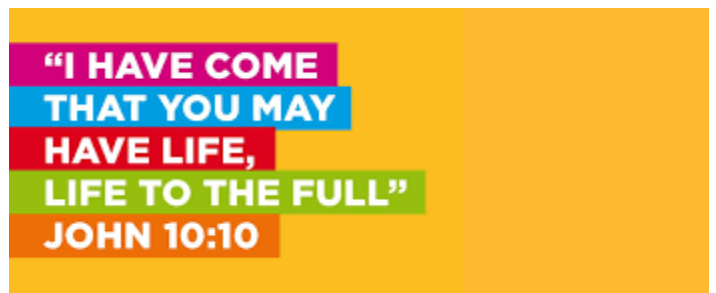
My Life on Screen – This lesson considers the online lives each student may lead and ensures safeguarding is paramount in their everyday online activities.

Session 7

Living Responsibly – Becoming aware of the effects of actions on others helps us understand the concept of social responsibility. Through this lesson we want to develop socially responsible citizens.

Session 8

Created and Chosen – Our students are becoming more aware of their uniqueness and we open them up to this idea by challenging them to consider who is the ground of their being- the One who loves us.



Session 9

Appreciating Differences – Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.

Session 10

Feelings – Managing sexual feelings requires self-control, self-respect and patience. In this lesson our videos introduce these important messages to our students.

Session 11

Before I was Born – contemplating life in the womb we contemplate how life is both beautiful and fragile.

Session 12

Tough Relationships – In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness – an important message from this lesson.

Session 13

Think Before You Share – Image sharing and anything in word, speech or action that reduces people to objects dishonors their God-given dignity.

Session 14

Wider World - By recognising the sin of unjust discrimination in our world our students are challenged to consider their behavior in school and in their everyday lives.

At Bishop Challoner Catholic College we are committed to 'Laus Deo' through grounding our learning as Children of God. May we grow in our faith as we dedicate to being the best person we can be each day.

SIXTH FORM

Lockdown and return to school

We were very impressed with the exceptional response from our students to remote learning. We had very high levels of engagement in live lessons, which they clearly appreciated and a great deal of quality work has taken place online. Those who, at the start, did not have the necessary wifi/equipment were swiftly provided for with netbooks, dongles etc.

Students have clearly been delighted to be back and attendance has been outstanding so far. Dr Coughlan spoke to Year 13 students via a short Teams assembly on the first day back to allay any fears regarding TAGs, etc.

In order to make our rather limited out-of-lesson accommodation for the students as Covid safe as possible, Years 12 and 13 have separate breaks and lunches and exclusive use of the Common Room at those times. Since our latest return we now have separate seating areas for each year in the common room.

The Year 12 and 13 study centres continue to be very well used.

Recruitment

Our recruitment and opportunities to promote the Sixth Form -Open Evening, Post-16 information evenings at local 11-16 schools- have all been virtual this year.

We have invested in Applicaa, a new online application platform, which has enabled paper-free applications and has greatly simplified the process of collecting references, etc. for applicants from other institutions.

Mrs Reynolds has already interviewed over half over of the 100 Year 11 students from elsewhere, who have submitted applications. In the past, approximately a third of such applicants actually enrol, so numbers from other institutions are very encouraging. In these telephone conversations, students have frequently cited the support that they know from word of mouth is provided here, as the reason for their interest.

As usual, the interest from our own students has been very high.

UCAS success

Despite the challenges this year, with the UCAS closing date falling in Lockdown, all students who wanted to apply were able to, well ahead of the deadline. The offers are coming in very quickly. Two of our students, (one a current Year 13 student and one a student from last year's cohort, who is taking a year out and resitting an exam), have been offered places to study Medicine at the University of Birmingham and London St Georges, respectively.

Year 12 Work Experience

Due to the current situation, "live" work experience will not be able to take place this year. Students are being kept informed of a wealth of virtual opportunities, however, ranging from one day taster sessions to full weeks.

Mental Health and Well-being

In line with what appear to be global trends, we are working with more students who are struggling with poor mental health than ever before. Two of the Sixth Form team are Mental Health first aiders and Mrs Reynolds is doing tremendous work, as the person who is invariably always available whenever a student requires support.

Students have access to one-to-one opportunities to simply talk about how they are feeling and also have a wealth of online material made available to them. In accordance with our safeguarding protocols, parents/carers are always informed if a student presents with significant well-being concerns.

AUTISM AWARENESS WEEK

Monday 29th March to Sunday 6th April 2021 is World Autism Awareness Week.

The following is a link to a 4 minute video explaining Autism, 'Amazing things happen':

<https://www.youtube.com/watch?v=RbwRrVw-CRo>

The following link includes more information about Autism and World Autism Awareness Week:

<https://www.autism.org.uk/get-involved/raise-money/world-autism-awareness-week/waaw-schools>



STUDENT ACHIEVEMENTS

Achievement							
Year	Assessment	Classwork		Homework	Overall	Work-Ethic	
7	Neave C	Isabelle A	David On	Mohammed A	Ella-Louise B	Sophie A	Isla S-B
	Sonny F	Casey-Leigh B	Michael T T	Alannah B	Eryn F	Alfie B	
	Indra H	Adella B	Abigail W	Canaan B	Ali K	James B	
	Catherine L	Indigo B		Grace B	Dominic K	Lucie D	
	Estera M	Amelia B		Helena C	Beatrice M	Mary Jo F	
	Szymon M	Thomas C		Shanilka F	Jayden M	Damico G	
	Azebe N	Martin C		Seth H	Ismail M	Joshua G	
	Andrea O	Koji G		Danait K	Jerald S	Erin H	
	Chris O	Archie H		Regan K	Taraneh S	Ryan L	
	Olivier P P	Millie H		Tia M-K	Esther T	Christy M	
	Ava S	Guneet J		Harriet M	Declan W	Grace P	
	Aidan S	Cecilia L		Katelyn O'S		Ruby P	
	Roya Y	Cara M		Paige T		Lore R Z	
		Haala M		Bethany W		Arjun S	
	Ilana M-S		Patryk W		Patrick S		
8	Evie B	Faith A		Matteo B	Sonali B	Hannah C	
	Tia-Mai C-F	Erin A		Theo D-W	Jacob C	Cassidy C	
	Nikola C-S	Abigael F		Elliott G	Magnus E	Alexander C	
	Katie D	Annie F		Charlotte J	Olivia G	Ruby D	
	Louis H	Isabel H		James K	Roisin H	Hannah F	
	Aidan H	Michael H		Reuben M	Chloe H	Alfie L	
	George K	Alexander H		Max N	Bethany H	Orlaith Mu	
	Oliver K	Eva M		Maisie-Mae S	Anne R J U	Declan S-M	
	Oscar K	Lydia M			Jack K	Josephine S G	
	Tygh M	Rodrigo R			Madison M	Sid T	
	Joel M	Abel R			Wayne M	Luis T	
	Lewis M	Kate S			Dominic N		
	Ellie M	Emily S			Oliver O'N		
	Saoirse N	Finnbar S			Aidan W		
				Freya W			
9	Conor C	Lina B	Eleanor R	Caoimhe B	Nancy B	Bilal A	Isabelle W
	Grace D	Senan B	Nedim S	Ciaran G	Oscar B	Alem B	Roni Y
	Natalie D	Daniel C	Skyla S	Sophie K	Niamh C	Joe B	Daniel Z
	Mia F	Ryan G	Paige S	Harley L	Liam C	Evan D	
	Evangeline H	Mia H	Joseph T	Ellis M	Mathias D	Olivia N	
	Felix K	Suraya H		Lilly-May M	Emma G-J	Ro'Sain O'S	
	Amber M	Charlotte J		Emma P	Caitlin L	Marcella P	
	Lloyds M	Aoife K		Niall T	Michelle L	William R	
	Joseph N	Jack L			Ava M	Thomas R	
	Sheng R Z	Shanice L			Darragh M	Ruben R I	
	Oisin W-D	Tink M-A			Safeyya R	Aleena T	
	Tobias W	Aliabbas M			George W	Reece W	
		Kacper P			Dontae Y	Gabriela W	

ECO GROUP

Hyacinth Planting

Every form, from year 7- 13, planted 2 hyacinth bulbs in the autumn term and we waited with a mixture of excitement and trepidation to see if they would flower...

It would certainly seem that some forms were blessed with green fingers. Dr Coughlan is just hoping his will flower too!

Staff have been encouraged to take home the bulbs when they have flowered and plant them in their own gardens. The bulbs will come back year after year.



Spring Bulbs

During the autumn term, we planted a huge number of bulbs. Our aim was to ensure that every space is filled with the brightness of spring's bulbs. We planted; 2500 crocus bulbs, 450 snowdrops, 450 bluebells, 570 tulips.



Spring Bulbs Bloom

Once again, we are pleased to see the colour of the bulbs appearing from across the site. Here are some examples that Year 9 planted in the new sixth form raised beds. A big well done to all of our planters.



Here are some examples of the crocuses that were planted in the raised beds. On the left, a range of tulips can be seen emerging from the soil.



Please follow us on Twitter to see our latest news:
[@educating_eco](https://twitter.com/educating_eco)

Finished Sixth Form Site Improvements

Severn Trent and DPD provided grants for us to develop our sixth form area. This area had very little seating, provided no space for wildlife and lacked colour.

This area has now been finished and we look forward to the colour that spring and summer will bring.

Bird and Bee Boxes

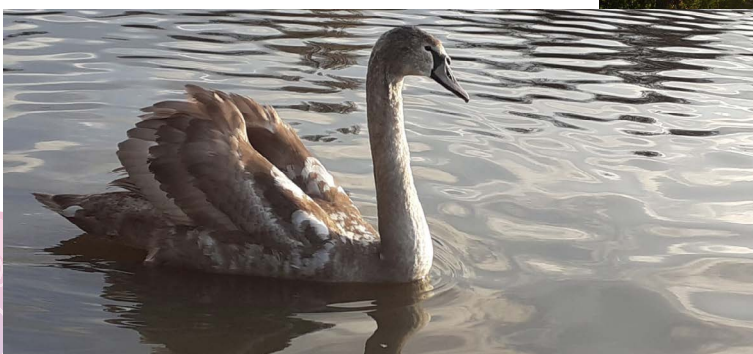
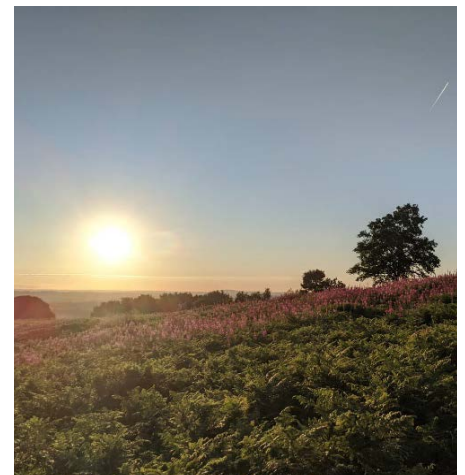
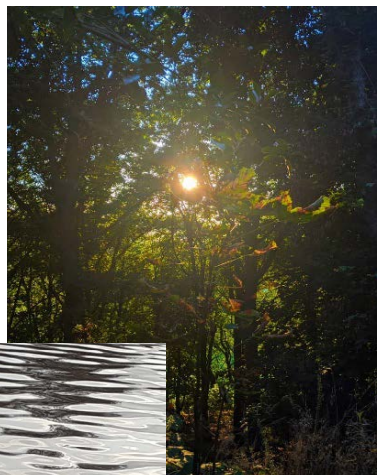
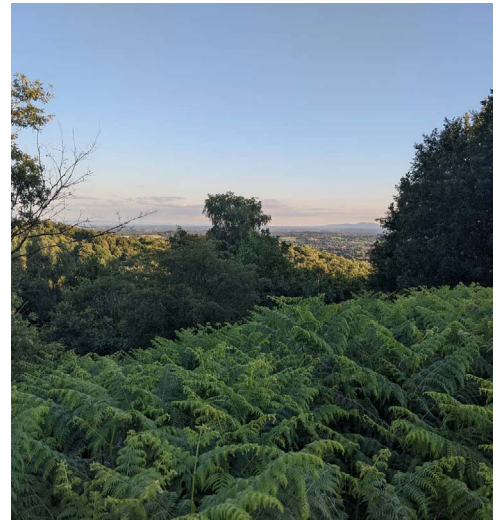
In the autumn term we installed a number of bird boxes across the school site and we hope to see our bird and insect boxes occupied this term.



Birmingham Trees for Life Photography Competition

Many students took part in the photography competitions set by the Heads of Year. Students were encouraged to submit photos that displayed the beauty of nature.

These photographs have been submitted to the Birmingham Trees for Life Photography Competition. We can't wait to hear the results. The quality of the entries was outstanding.



FOOD EDUCATION

BC Staff Pledge

The New Year saw a different kind of staff health and well-being pledge. Staff would usually display their health and well-being pledge in a prominent place in their classroom or office but with lockdown it seemed pointless. Staff participation in this initiative is high so it only seemed just to continue with it through lockdown. This time pledges were presented on a virtual wall on the school website. Staff pledged in the usual way and sent photos of their achievements and successes which were posted on the virtual wall. The virtual wall was updated regularly to encourage engagement and to showcase the variety of things that staff were doing.

BC in the Community

The food department launched a competition to find Bishop Challoner's great pancake chef. The competition opened to the whole school community on Monday 8th February running through until the 21st February. There was a choice of two challenges: Challenge one, we were looking for creative and innovative chefs to create a sweet or savoury pancake using fruit and/ or vegetables and challenge two was to produce pancake art using pancake batter and at least three different colours. There was a prize for the most innovative and appetising pancake. There were some amazing entries showcasing some real skills.

he winner was Ali K in Year 7 with his relevant 'Stay home' pancake. He was awarded a hamper including a personalised chef's hat and apron.

Key Stage Three

Students in key stage three rotate after Christmas to a new material area. Obviously being taught remotely means adapting the schemes of work to suit home learning. Practical tasks are selected carefully with hygiene and safety in mind. All practical tasks were suggestions that the students could take part in with a supervising adult. Year 7 are new to the subject, they were getting to grips with healthier food choices, food miles, kitchen equipment and knife safety. Year 8 built on the basics learnt in Year 7 with food safety and temperature control, investigating vitamins, minerals and sugar and considering food waste. Year 9 have learnt more professional skills that prepares them for GCSE by practising garnishing food, plating up and table-setting.



Key stage four – WJEC Level 1 / 2 Hospitality and Catering

Students in year 10 were working solely on Unit 1 of the Level 1 / 2 Award in Hospitality and Catering vocational course which prepares them for the external examination this summer along with practical skills lessons to prepare them for their practical assessment in year 11. However, with the cancellation of the examinations this year they are now working on a mock coursework task to give them a taster of what Unit 2, the controlled assessment where they plan, prepare cook and serve a two-course meal.

Congratulations to Year 11 who have now had their Centre Assessed Grades confirmed from the examination board with two level 2 distinctions, seven level 2 merits, fourteen level 2 passes and six level 1 passes. This grade accounts for 40% of the final grade. They are now preparing for their practical assessment (unit 2) which accounts for the other 60%. This is largely a practical task where they cook a two-course meal and produce a folio of work to support their decision making.

Staff Food Bank Collection

On return to school this half term we had a staff only food bank collection for the local B30 Foodbank. There were two collections; one for Easter treats and one grocery and non-perishable goods. The deliveries were made well in time for Easter to enable the products to be distributed before the Easter period. Thanks to all staff for your generosity and kindness.



OUTREACH & FOBC

School and Match Fund

Another huge thanks to all parents and carers who have given back to our school this term. They have helped Bishop Challoner raise nearly £6000 for the school. These extremely important funds help to continue delivery of our enriching curriculum and extra-curricular programme. This tremendous community support received from our parents and carers is very much appreciated by all the teaching staff and the students who benefit the most. Without this support, there are many enrichment programmes that could not happen. School fund continues on School Comms payment system, however March payment will not be requested due to the financial constraints on parents during the Covid 19 pandemic. As detailed in the last report, our target was £7500 this year so raising £6000 since September is a great response during closures.

School Fund and Match Fund
Please visit the school website for more information on School Fund contributions and Match Fund through your employer.

Upcoming Community Events

During this term, plans will be put in place for the Year 7 Summer Fair. This will see our Year 7 students organising this event to welcome our new students from Year 6 who will join us in September 2021. We plan to run this event in conjunction with Year 6 Induction day.

Would you consider sponsoring our termly Newsletters?

If you kindly sponsor us, we will make sure that we advertise your business in our Summer newsletter. We only require your advert to be sent by email to us and we will do the rest.

If you would like to sponsor our newsletter and support Bishop Challoner, please email:

Gerald Noone g.noone@bishopchalloner.bham.sch.uk or call on 0121 4444161.

Funding and Grants

Meetings have taken place with Heads of Department to identify and support them with accessing funding streams to help the development of teaching and learning in their departments. This has taken time and effort from the teachers involved to raise this money and we hope to continue to report more successes during this academic year.

FundEd

TWITTER LINKS

Official School Twitter: @BishopChalloner

Biology: @BCCbio

Chaplaincy: @BC_Chaplaincy

Computing Hub: @BCComputingHub

Computing: @BishopChalComp

Design: @BCCCDesign

English: @BC_EnglishDept

FOBC: @bc_friends

French @BC_MFL

Geography: @BCGeogDept

History: @history_GCSEBC

Library: @BC_OLC

Maths Hub: @CentralMathsHub

Maths: @BCMathsDept

PE: @BCPEDepartment

Performing Arts: @BCPAmusic/@BCPAPA4

School Games: @BCSGO

Science Learning Partnership: @CentralMid-SLP

Science: @BCSciDept

Sixth Form: @BCCSix

Social Science: @BCSocSciDept

Teaching School: @teaching_school



OTHER BC NEWS

Uniform

Students are required to wear the standard uniform of blazer, tie, white/blue shirt with black straight leg school trousers (not skinny or boot cut) or girls can wear a knee length black school skirt (not lycra or stretchy). Girls are also reminded that if they choose to wear a skirt, then they should wear plain, black, opaque tights. Students are reminded that black leather school shoes should be worn and that trainers/trainer style shoes are forbidden.

Please note that school shoes must be kept completely black. School shoes should also be leather and not patent.

In order to complement the smart school uniform we insist that students' hair is smart in appearance and that students do not have shaved/razored hair styles or lines/patterns shaved into the hair. Extreme changes of hair colour are also not permitted. The final decision as to whether a particular haircut/style is appropriate is at the discretion of senior staff.

Make up, nail varnish and jewellery are not permitted with the exception of one pair of plain stud earrings which may be worn by girls.

Attendance and Punctuality

If your child is absent from school, a notification phone call needs to be made to the school on the first day of the absence and every further day that they are absent too. Upon return to school, a written note needs to be handed in to their form tutor, stating the reason for absence.

Please encourage your child to be at school by 8.30am to instil the important life skill of good punctuality.

The school attendance target is 96%.

Year 7- %
Year 8- %
Year 9- %
Year 10- %
Year 11- %
Whole School- %

Absence Reporting and Covid-19

Please ensure you contact school if your son/daughter is not well and cannot attend. Calls should be made each day they are absent.

If your son/daughter is required to self isolate in line with government guidance work will only be made available via Class Charts and live lessons via Microsoft Teams when the school is informed. Please keep school informed of any progress regarding testing.

If your son/daughter's is confirmed positive please inform the school immediately. (results@bishopchalloner.bham.sch.uk)

Mobile Phones

With most students in school now owning mobile phones for use to and from school, it is important that they are also not a distraction to study. Students found with mobile phones during lessons and around the school will have them confiscated and they will be returned at the discretion of senior staff/Heads of Year. In more persistent cases, phones may only be returned to parents/carers.

I know that you will, as always, support us in maintaining the smart appearance of your children and high standards of discipline, so that our focus in school can be on educational achievement.

Important Dates

School Opens

Monday 19th April

Year 9 Vaccinations

Thursday 29th April-
Friday 30th April

Year 11 & 13 TAG Examinations

Monday 19th April-
Friday 28th May

Half Term

Monday 31st May-
Friday 4th June

Year 8 Immunisations

Tuesday 27th April

School Open

Monday 7th June

CORONAVIRUS: PUBLIC INFORMATION

There are three simple actions we must all do to keep on protecting each other



Wash hands - keep washing your hands regularly

Cover face wear a face covering in enclosed spaces

Make space stay at least 2 metres apart - or 1 metre with a face covering or other precautions

For further guidance please follow the link below:

<https://www.gov.uk/coronavirus>

If you have symptoms (high temperature, a new, continuous cough, loss of, or change to your sense of smell or taste) - get a test. Do not leave home for at least 10 days if your test result is positive.

If someone in your house has symptoms, stay at home until they have their test results. If they are positive you must stay at home for 10 days from the first day of symptoms.

Behaviour for Learning and Standards

BC BASICS

In order for all students to be able to fully engage with learning inside the classroom we insist that students:-

Do not call out



Do not talk when the teacher is addressing the whole class



Follow all instructions at the first time of asking

BC 7

We have 7 whole school rules that all students must follow

1 2 3 4 5 6 7

1. Have good attendance and punctuality

2. Follow instructions given by adults

3. Be polite and show consideration, care and respect for others

4. Respect the right of everyone to engage with teaching and learning

5. Respect the environment, school property and the property of others

6. Abide by the school dress code and come to school with the correct equipment

7. Do not bring valuable items into school

Sanctions will be applied when either BC Basics or BC 7 rules/standards are not met.



RUACH "The Spirit of Karate" MERRY Christmas

Bromsgrove Leisure Centre
Saturday: 08:30 - 09:30

Kenilworth Castle Farm Recreation Centre
Sunday: 11:00 - 12:00

Haybridge School
Monday: 19:00 - 20:00

Stratford Upon Avon Leisure Centre
Friday: 19:00 - 20:00

Village Hotel Shirley
Saturday: 15:00 - 16:00

Kings Heath
Tue: 19:00 - 20:00
Sun: 13:00 - 14:00

Solihull Tudor Grange Leisure Centre
Friday: 18:00 - 19:00
Sunday: 14:00 - 16:00

Tamworth Landau Forte Academy
Friday: 19:00 - 20:00

Stourbridge Crystal Leisure Centre
Saturday: 10:15 - 11:15



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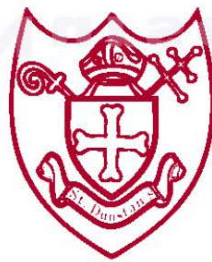
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*He is
risen*



Happy Easter

