

# BC News



Summer 2021

## A MESSAGE FROM DR COUGHLAN, PRINCIPAL

Dear Parent/Carer,

We have reached the end of another remarkable academic year. Just thinking back over the past 12 months, it is incredible how much our students have had to do to respond to the ever changing situation with COVID. They have dealt with COVID cases, isolation, lockdown, mass testing, remote education, one-way systems, Teacher Assessed Grades ... the list goes on. I am sure I speak for us all in congratulating our young people in how maturely and positively they have responded to the necessary changes. I sincerely hope we never have another year like this one.

Charitable giving remains a real strength of the school. Alongside our fundraising for CAFOD this year we continue to collect for the local food bank and last week we dropped off our most recent collection. A number of individuals within our community have also made some remarkable efforts to raise funds for charity with a member of staff raising over £1,200 for two charities and one of our Year 10 students raising £500. 7TER undertook a sponsored silence for a day and, despite catching a couple of them out, they raised £100 in the process. Year 8 have hosted a range of charity events including a penalty shootout which was far more successful than the national team!

Our sports continue to flourish with the resumption of some fixtures with other schools and various extra-curricular clubs taking place. Once again the school was asked to be the Ball Crew for the Birmingham Classic at the Priory; an incredible opportunity for our students. We managed to host a Sports Day at Tudor Grange with the best part of 250 students taking part in this. A big thank you to our wonderful PE team for all their work and congratulations to all students who have represented the school with such distinction in recent months.

We thank all our families for their patience and understanding as we continue to deal with COVID cases as they arise and the disruption this can cause to our students' education. We are now very optimistic that the change in government policy from step 4 of the roadmap will ease the need for isolations next academic year and bring much more continuity for our students.

Sadly, we were unable to host a face-to-face transition day for Year 6 this year. We are, however, running two summer schools this year for our new year 7 cohort and also our current year 7 cohort. The summer schools will be a blend of exciting enrichment activities and academic lessons. At the time of writing a huge proportion of our students have signed up to the programme which is great to see.

Work continues on our much needed six classroom block at the front of the school with the foundations now in place. There are also a number of internal improvements being made to the school over the summer that will greatly enhance the facilities for our young people when they return in September. We are moving around a number of our departments over the break, so the school will feel very different in September. 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.

We have a handful of staff moving on at the end of this academic year, either to relocate or for promotions to senior roles in other schools. I thank each and every one of them for the great support they have offered our school community during their time with us.

Finally, on behalf of all the staff, I wish to convey how immensely proud we remain of all of our young people and the tremendous resilience they have shown and continue to show. This has been an exceptionally challenging academic year for everyone involved in education and the joy and positivity our young people bring to our school has certainly kept us going during difficult times. We continue to hold in our thoughts and prayers all affected by the pandemic.

I wish you all a very restful summer and thank you all for the support you have given across this most challenging of academic years.

I hope you enjoy reading our summer newsletter.

J Coughlan  
Principal



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# SPIRITUAL LIFE

Within Chaplaincy, we have many initiatives going on that you can get involved with. Browse through this bulletin to see the various ways you can take time for prayer and reflection. If you have not already checked out some of the ways BCCC Chaplaincy has been connecting us through faith during this time, we encourage you to do so. This year has been one that continued to rally us together in our faith. We have been blessed to have been connected together through technology during our lock downs by tuning into our Sway page accessing daily prayers on the BCCC website and enjoying opportunities for prayer virtually across our parishes.

## Chaplaincy Champion Team

Each week we have our chaplaincy champion team meetings. These are interactive sessions for our chaplaincy champions to have a time of formation and collaborative discussions in the chapel.

## Mass at St Dunstan's

The Chaplaincy team has had the privilege of taking KS3 classes to Celebrate mass together at St Dunstan's church. Mass is the 'source and summit' of Catholic Faith; an integral part of our beings as followers of Christ. Each time, we have had the opportunity to celebrate our faith and strengthen our community, allowing us to grow and give glory to God through our service to others. We are looking forward to continuing to share in Mass together. Thank you; your support, time and consideration have strengthened our bonds of connection and faith. May our 'little things in love' continue to bring out the best in each of us.

## Live Simply

- BCCC has been supporting Solidarity, Simple and Sustainably with St. Dunstan's parish and primary, St Alban's and St. Jude's. As a part of this, our Eco-Warriors have been considering more sustainable options for our community. BCCC is supporting Fair Trade and sharing in a variety of options that can be done in school and at home. The initiative we are currently embarking on is to see, reflect and act to fully live out the scripture and papal writings in our day to day life.

## Links for Chaplaincy

Twitter: @BC\_Chaplaincy

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

July Sway Page: <https://sway.office.com/ozPneKHgJSqpyzbx?ref=Link>

## July

July is founded in the Sacred Heart of Jesus. Like the Sacred Wounds of Jesus, His Precious Blood deserves special honour because of its close relation to the Sacred Passion. That honour was given to it from the beginning by the Apostles who praised its redeeming power. (Rom. 5:9 "we are justified by His blood"; Heb. 13:12 "and so Jesus also, that He might sanctify the people by His blood, suffered outside the gate"; 1 John 1:7 "and the blood of Jesus Christ, His Son, cleanses us from all sin.")

We take this month of devotion to honour the Precious Blood of Jesus Christ and devote our moments to pause for prayer and reflection towards this devotion.



## 'Here I Am' Personal Development Programme

The Lay Chaplains lead sixth formers each week through guided sessions of personal, spiritual and leadership development. The sessions allow students to attain in house certificates in leadership and development for each completed sections. If you would like more information, email the lay chaplains.

## Notable dates/Feast Days

In Chaplaincy, we celebrate and mark all notable dates in the Liturgical Calendar by pausing for prayer and reflection as a school community. Resources for the pause for prayer are on the school sway page and emailed to students. In the chapel, we mark these days by having a prayerful activity on that day for all to observe the significant day in the churches calendar.

## Youth Group

Each Wednesday, the Bishop Challoner and Saint Dunstan's Youth Group meets virtually at 6:30pm -7:30pm for an interactive session with icebreakers, discussion, times of prayer and activities. The sessions are based around a theme. During May, we focussed on Mary and the devotional month to Mary. Our last one was on July 14th. A massive Thank you to Parish group Leader N. Stewart and our 6th form leads Grace & Alice.

## KS3 Drop In Sessions in the chapel

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

# RELIGIOUS STUDIES

## Year 7

We are extremely proud of how hard our year 7 students have worked this year under very challenging circumstances for their first year at Bishop Challoner Catholic College.

Most recently our year 7 students have completed their end of year assessment on the unit 'What are The Catholic signs of identity?'

This assessment saw students display their knowledge on areas such as;

- The 4 Marks of The Catholic Church (One, Holy, Catholic, Apostolic)
- The Importance of the Rosary and The Apostles' Creed.
- The importance of the 7 Sacraments
- The significance of Pentecost and Confirmation
- The significance of The Mass and The Eucharist

Alongside developing students' knowledge, this assessment also provided students with opportunity to develop the key skills that will be essential for their development in Religious Education. Skills of Knowledge re-call, understanding, analysis and evaluation were blended into the assessments and are the key skills that the department will be developing as students progress through ks3 into ks4. We are highly impressed with the high quality work students produced at this point in their ks3 journey.

Most recently student have begun studying a world religions unit of work. This allows them opportunity to step outside of the Catholic faith and to explore the key beliefs and practices of the six world religions. We are delighted that this unit of work provides exciting opportunities for students to use their netbooks as a tool for research and the creation of some really high quality digital work.

## Year 9

Year 9 are currently approaching the end of their ks3 journey and, despite a challenging year, they have laid excellent foundations for a successful transition to ks4 next academic year.

Recently, year 9 students completed their end of year assessment on the topic 'How is The Catholic Church Unique?'

This assessment was designed in similar format to GCSE examinations and provided teachers and students with an opportunity to display both subject knowledge and subject specific skills that will be built upon across their ks4 journey.

The content of this unit of work allowed students to explore key issues such as;

- Catholic Church in Action
- The three levels of Magisterium
- The Catholic belief in The Trinity
- Catholic Church in Action

- Catholic belief in Stewardship and significance of Laudato Si

More recently, year 9 students have begun to deepen their journey into Judaism to help in preparation for their GCSE studies next year.

## Year 8

Year 8 recently completed their T2 assessment which focused on the topic 'How do I know what is right and wrong?'

This assessment provided the perfect opportunity for students to build upon the skillset they had developed in year 7, with questions allowing them to demonstrate their ability to re-call key knowledge and to write detailed responses that highlighted their ability to analyse and evaluate key arguments.

This unit of work covered areas such as;

- What is the origin of morality?
- The importance of The Magisterium
- The significance of The Bible
- What is meant by The Natural Law Theory?
- Why is forgiveness so important?
- What are the key messages

from Jesus' parables?

To conclude the summer term, year 8 students have commenced the study of Judaism. This period of learning will allow students to explore some of the key teachings and practices of the Jewish faith and help students begin building their knowledge of the subject in preparation for the transition to ks4 where they will study Judaism at GCSE level.

During this time students are exploring issues such as;

- What are the key Jewish Holy Books?
- What is meant by Mitzvot?
- What are the different denominations in Judaism?
- What is meant by Covenants (Noah, Abraham & Moses)
- What is the significance of the Synagogue?
- What happens on Shabbat?

## Year 10

Year 10 students have made exceptional progress in their studies of the Eduqas route B specification for GCSE. Most recently students completed their study of Judaism which contributes to 25% of their qualification. During this time, students have studied a range of interesting beliefs and practices within the Jewish faith.

This includes:

- Issues of God as One
- Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah)
- Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life)
- Orthodox and Reform beliefs and teachings about life after death
- The nature and importance of Orthodox and Reform synagogue

services;

- The origin, meaning and celebration of the important festivals among different Jewish communities in Britain

Most recently year 10 students have completed end of year assessments, focusing on the unit Origins and Meaning. This assessment allowed students to demonstrate their knowledge from the unit of work they studied in September and which will form the foundation of their first GCSE exam paper in year 11. We were highly impressed with the quality of student re-call and their ability to write highly detailed, articulate responses to sample GCSE material and we take great confidence in the quality of their work going forward into year 11.



## Year 11

Congratulations to year 11 who have worked exceptionally hard in recent months as we completed our TAG process within the department. Students maturely adapted to the return of classroom teaching and showed a determination to complete their Year 11 studies to the best of their ability.

Across key stage 4 students have studied issues such as;

- Debates surrounding abortion and Euthanasia
- The purpose of punishment
- The importance of forgiveness
- The importance of caring for the environment
- The sanctity of life
- The role of The Catholic Church in the modern world
- Why would a loving God allow evil
- Scientific and religious arguments for the origins of the universe

We strongly believe that the curriculum year 11 students have received across their studies in Religious Education provides them with a strong foundation of key teachings and beliefs as they progress to the next chapters of their studies and futures lives as the positive citizens that we believe they will continue to be. We wish them all the best in all the many different avenues they have chosen to follow next year.

## Year 12

Year 12 students should be highly proud of how they have adapted to their A—level studies, during what has been a challenging year managing the balance between home learning and face to face teaching.

Despite the disruptions, students have successfully managed to study a large amount of the curriculum and have also produced some excellent work in their recent mock examinations.

Alongside developing new and challenging knowledge, students have also made excellent progress with their essay writing, with students now producing writing that clearly shows skills of evaluation and analysis which will be crucial towards them being successful next year.

Across year 12 students have engaged in numerous intellectual and interesting topics such as;

- The reliability of the birth narratives of Jesus
- The historicity of the Resurrection accounts
- The debate between infant and adult baptism
- The Bible as a source of wisdom and authority
- The problem of evil and suffering
- Religious responses to the problem of evil
- Religious belief as a product of the human mind
- Divine Command Theory
- Ethical Egoism
- St Thomas Aquinas' Natural Law - laws and precepts as the basis of morality

We look forward building upon this knowledge next academic year and further developing the knowledge and skills of the students.

## Year 13

We congratulate our year 13 students for completing their Religious Studies A-level course. In recent weeks students worked extremely hard to complete a high standard of work as part of the process of completing their TAG grades.

The two year course has been a challenging time with so much disruption but nevertheless we are so proud of how our students responded to the challenges in front of them and engaged in the content, whether that was through remote learning or face to face teaching.

We hope that the content and skills students have developed during this time will help them in their future careers and will guide them towards being young adults who are capable of analytical thinking, persuasive writing and speaking and a desire to achieve their full potential in all that they do.

Most recently, year 13 spent lesson time considering the issues below:

- Why are there different historical views of Jesus?
- The early church (in Acts of the Apostles)
- Religious identity through responses to poverty and injustice

*Whatever you do, do it all  
for the glory of God.*

*1Corinthians 10:31*

# ENGLISH

## Bishop's Blurb – Sixth Form Newspaper

Unfortunately, one of the many casualties of Covid 19 this year has been Bishop Challoner's Sixth-Form newspaper: Bishop's Blurb. In September, a team of 6 or 7 new Year 12 students joined me as the new journalists behind the Sixth-Form newspaper. Although we have only been able to publish one edition this term, the quality of the newspaper and design is inspiring. Students researched, designed, wrote and edited the paper entirely independently. They also worked out printing budgets, target audience, and distribution, which provided a valuable experience from which they can draw on in later life.

Over the next few weeks, we will be working together to establish a legacy for the newspaper to ensure it returns to its normal regularity next year. This may involve some of the current Year 12 team giving up free time to recruit new Year 12s in the Autumn term, or it may involve this team continuing to write and edit the newspaper until their final Summer Term.



## Creative Writing Club

More exciting news for our Creative Writing club this term, as five more of our members became published Authors in a terrifying anthology of spooky stories entitled "Spine Chillers". Their task was to write a 100 word scary story and really was difficult! I'll admit, my own story went over the word count by 3! Pupils were also awarded a publisher's certificate. When released, the book will be available in the library for all our pupils to look at and enjoy.



## Murder Mystery

"There's been a murder!" and Year 8 are being tasked to solve it. Drawing on all of the skills they have developed across the year through reading detective fiction and writing their own, students will don their deerstalkers and peer through the magnifying glass at a host of clues scattered across the library. After a year in which the library's use has been limited due to the impact of covid, we are delighted to invite students back in for such an engaging and immersive experience. Students will have the opportunity to develop an even deeper appreciation for the detective fiction genre as well as enjoy the suspense and anticipation of the murderer's reveal in a year group assembly later in the week. We hope that this will also help re-engage students with the library itself, embedding its use ready for the start of next academic year.

## Reading Teachers = Reading Pupils

From September, the Reading for Pleasure group is going to be running a teacher led book club reading and reviewing the latest teen fiction, through the Cheltenham Festivals Reading teachers = Reading pupils programme. Every half term, we will be given a new book to read and will meet to review it, before launching the next one. We will be sharing these books with our students through recommended reading, Y8 and Y9 book clubs and also keeping parents up to date with the books we are reviewing. The Book club currently has twelve members of staff involved from a range of subjects and we are looking to expand this further in the new term.



# MATHEMATICS

## Key Stage 5

KS5

The key stage 5 maths team had 4 different cohorts completing their maths qualification this summer. A Level Mathematics (31), A Level Further Mathematics (2), AS Further Maths (6) and Level 3 Core Mathematics (13) students spent April and May revising the course content and sitting internal assessments in order to attain the best teacher assessed grade they possibly could.

Post 16 maths teachers are now focussed on year 12 mocks and catching up on some of the content that was lost during lock down. A Level Mathematics students are currently reviewing content that was taught online whilst also starting to think about some of the year 13 topics. The Further Mathematicians were unable to complete the numerical methods part of the course due to lost hours on the modified timetable and the difficulty of online learning for challenging content. Those continuing the course into year 13 are now covering that area of mathematics as they will be assessed on it next year.

## End of Year Assessments (Years 7, 8 and 9)

Due to virtual learning in the spring term, we adapted the KS3 scheme of work so that we could teach lessons that best suited virtual teaching. This learning was then caught up on last term. Due to the virtual learning we had to rearrange our transition 1 assessments for year 8 so that all Key Stage 3 assessments have taken place in the same window.

Students in Year 7, 8 and 9 have recently undertaken their P2, T1 and T2 assessments. This data will be used for the reporting process this half term, which will subsequently be shared with parents on the upcoming Parent Consultation Day on Friday 16th July. The periodic 2 assessment was adapted so that it tested both new learning at KS3 and the knowledge that we expect students to have obtained at KS2. The transition 1 and 2 assessments were also adapted to reflect changes to the Year 8 and 9 SOW as well as containing questions with an interleaving focus to test students' depth of understanding across more than one topic.

## Maths Drop In

We have continued to run the Key Stage 3 homework club every Wednesday. In order to adhere to COVID guidelines, we run the club in three separate rooms (a room for each year group). Each room is supervised by a Maths teacher, who provides individualised and tailored support.

## Year 11

The process of awarding teacher assessed grades (TAGs) at KS4 has been complicated, but we are proud of the rigorous system we have implemented, and tried to be as fair and consistent as possible.

In order to support students, revision lists, detailing topics that were to be tested, were given out, and accompanying mathswatch tasks were set (consistent across all higher and foundation tier classes). Revision booklets were also prepared and distributed for each of the papers that were sat (including the mop-ups), and all classes received the same material to revise from, with teachers using exclusively that in revision lessons. This was so that no class was advantaged or disadvantaged by the approach the classroom teacher took in preparing students for the assessments.

A huge amount of thought, time and effort went into ensuring the process of TAGs was as fair as possible for all students, and reflected the hard work of the last two years, despite the disruption due to the pandemic. We shall await the results in August with anticipation.

## Year 10

Since the departure of Year 11, the focus in KS4 has turned to the Year 10s. Although no end of year mock was required for Year 10 as they will be completing mocks in September, it was decided that to provide some focus for the year group, and allow an opportunity to review work covered, two papers would be created and sat, reflecting work from across the year. Akin to Year 11, revision packs for use in class time, and mathswatch revision tasks were set, to enable students to succeed.

## Junior Maths Challenge

Some keen mathematicians in Year 7 and 8 recently sat the "Junior Maths Challenge" - a United Kingdom Mathematics Trust (UKMT) competition. The results are in, and we are incredibly proud of the students that participated. Overall, there were 2 gold certificates, 7 silver certificates and 19 bronze certificates, with two students qualifying for a further round (Aidan H and Anne-Roseline J U).



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# SCIENCE

## TAGS

Since March, a major task for the science department was the preparation for Teacher Assessed Grades (TAG). Assessments needed to be ready for roll out straight after the Easter holidays and unfortunately, as support material from exam boards was not forthcoming, the task fell to members of the department. In spite of this added workload, everything was ready in good time and it enabled us to give all our GCSE and A Level pupils a well-organised experience. The pupils conducted themselves commendably and it was excellent to see the large number who had revised well for these assessments



## Practicals

We have been enjoying being back in school and particularly being able to do practicals with pupils. By following the department's COVID steps we have been able to do experiments since September. This has meant that our new year 7s were able to get their hands on science equipment when they joined us in September. It also meant that all the other year groups could familiarise themselves again with lab work when returning from the two school lockdowns. Importantly, our GCSE and A Level pupils have been able to complete the sets of Core Practical which are integral to their courses.

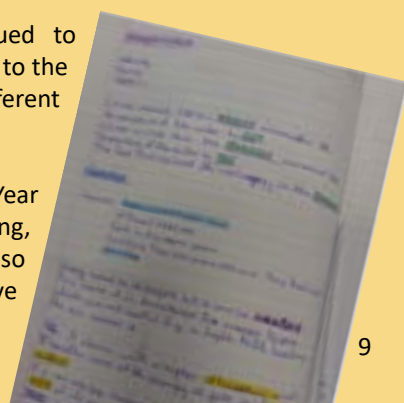


Throughout lockdown pupils continued to produce work of a high standard.



Science teachers have continued to adapt their teaching in response to the numbers of pupils isolating in different classes.

Mr Sutton can be seen with his Year 7 class. Some pupils were isolating, so he taught everyone via Teams so even the absent pupils had a live lesson from their homes.



## Science club

Year 7 have been attending after school science club with enthusiasm. In recent weeks they have done some exciting practicals, including using resources from a Royal Academy of Engineering pack with activities around the science of COVID-19. They have also done flame tests, fire writing, and some exciting demonstrations. Science club will be back again in September for our new year 7s.



## Primary Science Week

For the first time, this year Primary Science Week went virtual. The Tolkien cluster's science week took place from 21st - 25th June, and there were a range of exciting activities planned. There were practical science activities for each year group across the week, with resources and recorded instructions provided by the Primary Science Lead at Bishop Challoner. There were also three live streamed sessions across the week for all to participate in; including a STEM Careers session with Q&A from STEM Ambassadors who work in industry, a Cauldron Chemistry live stream from the Thinktank Science Museum in Birmingham, and a Science Magic Show to finish the week off in style.

## Year 12 Biologists - Biology Olympiad

This term, our Year 12 Biologists took part in the Intermediate Biology Olympiad which is open to students in the first year of post-16 education internationally. The students were tested on a range of topics, including assessed practicals, mathematical skills, and key Year 12 modules. All the students were not only engaged enthusiastically in the competition, but also excelled in their approach. They demonstrated investigative skills of high calibre throughout the competition, and showed a high level of commitment and diligence. We await the results of the competition; their A level Biology teachers are very proud of the students. Well done Biologists!

## Staffing

We say goodbye to Mr Stefan who has completed his training with us. We will be welcoming Miss Bibi and Miss Zsar as new members of the science department from September.

# Curriculum delivery

The year groups still in school continued working through their curriculum delivery. This is what they covered since Easter.

Year	Curriculum delivered
7	7C Muscles and bones 7G The particle model 7K Forces
8	8B Plants and their reproduction 8F The Periodic table 8J Light
9	Introductory GCSE units.
10	Completion of paper 1 content and introduction to paper 2 work for all three sciences.
12	Completion of AS level work and moving into the A Level content for all three science.

All year groups were involved in assessments during the final term to help inform their teachers when writing reports. Extra time was set aside to prepare pupils for these assessments to help fill in any knowledge gaps they might have had as a result of remote education. Years 10 and 12 are the groups who will be focused upon, with respect to exam technique, when we return in September. By careful management of in-class assessments and more formal mock exams, the pupils will become more confident to answer exam questions. The ability to face exams in a measured way is a very difficult skill for many pupils to acquire so confidence gained from being familiar with exam-style questions is crucial. Resilient pupils who are able to face assessments in a way that allows them to showcase their ability is what we are striving for.

## FRENCH

### French Curriculum

Year 7 and 8 French classes have been learning how to talk about different sport and leisure activities. This has allowed us to explore the history of the Modern Olympic Games, which were introduced in 1896 by the French teacher and historian, Pierre de Coubertin. Students have learned that this great visionary not only reintroduced the Olympic Games to the world, but he was responsible for bringing sport into French schools after visiting Britain and America.

Students have been learning the names in French of some Olympic Sports such as l'escrime (Fencing) and l'aviron (Rowing). In addition to this, the hinterland learning has focused on the Olympic values of Respect, Excellence and Friendship and the idea



that Pierre de Coubertin wanted to bring countries together in peace through the Olympic movement.

Coubertin said "A better world could be brought about only by better individuals" which is reflected in our own Mission Statement – "We give glory to God by developing our full potential and in our service to others".

## Year 9

Year 9 have just finished completing their T2 assessments. Well done to them all, we are very pleased with their results.

Once again, years 7, 8 and 9 have completed most of their assessments using Microsoft Forms on their netbooks, in class. The students are really getting used to using this new method of working.

Now that it is not compulsory for students to wear a face covering, students are getting back to speaking French in the classroom again.

All KS3 students got the opportunity to complete a speaking assessment on Microsoft OneNote, listening to a recording of their teacher asking them a question in French; their task was to prepare and record themselves answering each question via OneNote. All students were set similar tasks while in lockdown; this really helped the end of year assessment process.

## Year 10

Year 10 are on track to finish the Foundation content of their GCSE by the end of the year. They are currently studying their last unit of work about "current and future study and employment".

In the week starting 5th July, all students also have the opportunity to experience a real GCSE speaking assessment. The purpose of this assessment was purely to give the students an experience of what their GCSE assessment will look like. We felt it was very important to do this before the summer, as the speaking skills counts for 25% of their GCSE.

Each student was assessed individually, where they had to leave their timetabled lesson for 20 minutes at a time. The speaking assessment was conducted as follows:

- 12 minutes preparation time
- recorded assessment 1 to 1 with teacher
- Role play (up to 2 minutes)
- Photo card (up to 2 minutes)
- Conversation (3 to 5 minutes)

## Year 12

Year 12 have also just completed their end of year mock examinations, some of which were very promising. This also involved a speaking assessment, where students discussed some of the cultural issues that they had studied on year 12. They also prepared a presentation on a topic of their choice related to the French speaking culture. Some of those presentations included Josephine Baker, George Clémenceau, Airbus, La Nouvelle Vague and more.



Keeping you informed of the news around the world is another way of keeping up with your French.

Visit [www.TV5monde.com](http://www.TV5monde.com) for the latest news.

You can even watch French TV live on this website Live channel 24/7 | TV5MONDE Europe

Bonnes vacances!

## Can't travel to France this summer?



Many students have been told that listening to French would help them to improve their listening and speaking skills. This summer would be the perfect time to do this!

Why not watch some French films or series? Netflix has a good range of French films that you can browse through, including the award winning series Lupin.

Click on this link to find more ideas of age-appropriate French films

Films, séries, dessins-animés - LE FRANÇAIS À BISHOP CHALLONER ([weebly.com](http://weebly.com))

Or you can also listening to French music, or French radio.

Type "French pop Hits 2021" in **Spotify** to listen to the latest French artists.



## 2021-22 changes in MFL

### Staff

We are very sad to say goodbye to Mr Davison this summer. He is leaving Bishop Challoner after many years as Head of MFL and later director of studies. We wish him all the best in his new role at Tudor Grange Academy, Solihull.

Miss Dinu is also leaving us after a year with us, we thank her for all her work and wish her good luck in her new job.

Finally, in September we will welcome two new teachers in the languages department: Mr Keeley and Miss Crutchley.

### New Rooms

Many departments are acquiring new teaching classrooms. This means that in September, all languages classroom will be upstairs next to History and Geography.

## Would you consider sponsoring our termly Newsletters?

If you kindly sponsor us, we will make sure that we advertise your business in our remaining 2 termly newsletters at Easter and Summer. 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](mailto:g.noone@bishopchalloner.bham.sch.uk) or call on 0121 4444161.

## School Fund and Match Fund

Thanks to all parents/carers for their donations to school fund. If you would like to donate, you can do this via Schoolcomms. If your employer helps schools with Match Funding, we would also like to hear from you. Please contact [g.noone@bishopchalloner.bham.sch.uk](mailto:g.noone@bishopchalloner.bham.sch.uk)



# COMPUTER SCIENCE

## Outgoing Year 11 and 13 students

Like all subjects and indeed schools, we would've loved to have seen our year 11 and 13 computing and IT students complete a normal academic year. Unfortunately, this year has not afforded that opportunity to them.

We would like to take this moment to thank all our year 11 and 13 computing and IT students for their commitment, dedication, and approach throughout these most unusual few months. For our year 11 students we look forward to seeing many of them back in September and for our year 13 students, we wish them all the best in their future endeavours, and we do hope that computing/IT is part of their plans.

## Key Stage 4 Computing – Year 10

Our year 10 computing students have continued to engage with the specification and the topics at hand. They have recently completed in class assessments which were used to inform a large part of the reports for this summer. We continue to be impressed with this group as a collective and look forward to seeing them progress into year 11 to sit their exams.

## Cyber security for girls club

The Computing department started a Cyber Security Club for Girls in December 2020. The aim was to increase the chances of the number of girls who take up Computer Science for their GCSE studies. The hope of this club is to invest in the students at an early age. The expected outcome would be an increased interest in the number of females in computer science. The club has year 7 and year 8 participants and so far we have tried some of the national cyber security challenges. Currently we are looking at the Alan Turing competition which takes students on a cyber-security journey of having to try different ciphers and code-breaking techniques. Year 8 have for the first time this year entered 5 groups of girls onto the Cyber First challenge. This is organized by GCHQ and the National Cyber Security Agency.

All participants had to work together to complete challenges online. As this is in its infancy, they were not able to get through to the next stage. We have had consistent numbers attending with numbers regularly exceeding 10 per after school club. In addition to further support these activities and increase interest even further the computing department has planned a visit to Bletchley Park. Further details are discussed below. These sessions support the content covered by the National Curriculum.



## Robotics club

The Robotic club looks at Lego Spike Generation robots. These are built and programmed by students and this is open to all year groups. Due to Covid there has been interruption to the competition for build and program and it is likely this will be up and running again next year. We have regular attendance of 5 or more students weekly who enjoy creating and programming the robots. There are challenges such as programming to follow a line and avoid obstacles which ensures students are always engaged. These sessions support the content covered by the National Curriculum.



## KS5 Computing – Year 12

The year 12 computing group recently completed their mock exams, and we are very pleased to say that we are highly impressed with the outcomes. The group also recently began work on their programming project, an independent piece of work that allows them to express themselves regarding what it is they would like to create. We have a lot of confidence in this group going forward and look forward to seeing what they are capable of in year 13.

## Key Stage 4 IT – Year 10

Our year 10 IT students are bringing to a close work on a unit which has seen them engage with image editing tools in Adobe Photoshop. Going forward they will be looking at an exam unit in year 11 and also engaging with website design and client needs analysis.

# Drone club

The school has 4 DJI tello drones with Bluetooth controllers, which are used in conjunction with mini iPads that we have. These are used together as a package to fly the drones in the Dojo of the school. The Drone club provides an enhanced experience of computing in action by learning the physics behind flying and the programming of the drone. The drone has also been used to support Primary School teaching in conjunction with the ECAM project.



We are hoping to enhance the project through the introduction of VR headsets for which we are looking for funding. There is also the recent purchase of the DJI Mavic Mini-2 which is a more enhanced drone. This is in use for providing the advanced students a working outdoor drone. We are also planning to use the drone for a virtual recording of the school.



# Bletchley Park

A group of 27 Year7 and 8 students participated in the Computing trip to Bletchley Park on Friday 18th of June.

The trip to Bletchley Park was well received by all the students including many from the extra-curricular computing clubs. The trip helps support the content covered by the National Curriculum and hopes to inspire the students to choose Computer Science as a GCSE option.

Teachers from Computing, Business, and MFL helped facilitate and support the trip on the day.



# Proposed future trips

The school has planned a potential trip to San Francisco for 7 days in July 2022 as part of the enhanced computing experience. This trip is in its planning phase with letters sent out inviting students to show their interest. The trip will only go ahead should there be enough numbers expressing their interest. At this stage of planning we are hoping to have 30 students signing up. We have potential to scale this up for more should there be enough interest. Due to the financial costs of the trip we are hoping to look for further funding and will be looking to explore options to ensure all can attend. Options we are considering would be to contact potential sponsors or the trip hosts in America (Google and Intel).

We are hoping to travel to San Francisco's Silicon Valley, home to many of the world's leading computing companies such as Apple, Google, Facebook, and all the many start-ups that thrive in the area; many of whom will go on to potentially shape the next big innovation in global communications. We hope the trip will allow students to see first-hand the almost infinite range of careers available in this sector and inspire them to pursue a future in this ever-developing field.

We hope this will be a yearly fixture for the school and raise its profile being one of the country's Computing Hubs.



# HISTORY

## Year 8

### Year 7

Year 7 have spent the last few months examining England during the reign of the Tudor Monarchs, with a particular focus on the ways in which Elizabeth I dealt with the challenges she faced. They examined the causes and consequences of the Reformation, the defeat of the Spanish Armada, the pressure from Parliament on the queen to get married and the plots against her.

Year 7 were also incredibly enthusiastic in submitting work for this year's Women History Month event that we ran in March. Despite all the disruptions of this year, Year 7 have done well to keep on top of their studies and there are a number of students who are showing a flair for the subject. When students return in September they will explore the social history of Britain, looking at how life has changed for its people between the Roman and Industrial period.

### Year 10

Year 10 students have come to the conclusion of their studies on 'Superpower relations and the Cold War'. This has been a challenging unit of work and students have shown resilience and motivation when grasping new concepts. We have been watching some fascinating documentaries on the Cuban Missile Crisis, analyzing why it was such a turning point in the Cold War. Students are now beginning to look at the period of détente in the 1970s and the significance of the Soviet-Afghan War in changing superpower relationships once again. On top of this, the History department have made it a focus this year to complete a higher number of timed assessments within lessons; this has been a real success and is allowing us to embed important knowledge and revision skills early on.

Year 8 students have been exploring the causes and consequences of the First World War, building on prior knowledge and understanding of historical conflict as well as the learning they have done about the development of the British Empire. They have been developing a deeper understanding of causation and studying some fascinating source material of various types. They have learnt about the assassination of Archduke Franz Ferdinand of Austria in 1914, the event that effectively sparked off the conflict, and considering the importance of longer term factors to do with militarism, alliances, imperialism and nationalism. They have thought about the reasons why so many young men were willing to volunteer for the armed forces and considered the reasons why so many others refused and became conscientious objectors.

They have learnt about the conditions in the trenches of Northern France and Belgium where much of the fighting took place, and about some of the more significant aspects of the conflict. We continue to be impressed with the dedication shown by our students and their willingness to work with commitment and enthusiasm in what continue to be very unusual and challenging circumstances. As this academic year draws to a close, we would like to thank our students for their hard work and their parents and guardians for their unrelenting cooperation and support. We pray they are able to enjoy a relaxing and reinvigorating summer break.

### Year 9

Year 9 have been investigating how a Cold War nearly brought the world to the edge of extinction. This topic encompasses all the progress Year 9 have made this academic year. Whilst this is a new topic, students must use their knowledge of political ideologies, which they learnt in September, to fully analyse how a difference in political beliefs could have such devastating impacts on ordinary people. Year 9 have had to cope with some sensitive imagery in this topic, especially when looking at the impact of atomic warfare however they have handled this with sensitivity and with the utmost respect. Across the wider History department, Year 9 have engaged with a 'Women's History Month' competition in which they had to produce a piece of artwork commemorating an influential female figure. This was a highly successful competition with students producing some thought provoking pieces on these influential women. Year 9 have had a positive year in History and have engaged well with a difficult and highly academic curriculum.

### Year 12

Year 12 are coming to the end of their first year of content at History A Level. We have taken the opportunity throughout this unit of study to link events from the past to current events in America by supplying wider reading from articles. On the Britain side of the course, students have studied the 1960s under Harold Wilson. This has been fascinating as students have learnt about the social and cultural changes that happened during this time, especially focusing around the idea of a 'permissive' society emerging. They been watching episodes of Andrew Marr's 'History of Modern Britain', which marries up nicely to the course.

It really brings to life the events of the 20th century and students find it incredibly engaging. Students have recently been introduced to the third unit of work at A Level – their coursework. They will complete this in 1 of 3 areas: witchcraft in the 1500s, the growth of Irish Nationalism or the collapse of the Tsarist regime. The coursework element allows Year 12s to study a period of history which they have previously not had the opportunity to explore. Students tend to find this fascinating and they will begin their research over the summer.





# GEOGRAPHY

## Year 7

Year 7 have continued to develop their knowledge and understanding of one of the world's superpowers, China. The students learning from home has enabled them to explore concepts such as rapid urban growth as well as development within the remote region of Tibet. Year 7 have also investigated issues within physical geography such as the challenges to Southwest China's biodiversity. Subsequently, Year 7 have explored revision techniques in preparation for an assessment on the China unit. This half term Year 7 will be introduced to the region of the Middle East, enabling the students to investigate some of the differences in cultures, economies and environments between the countries. The unit will enable Year 7 to explore the range of climate zones within the Middle East and use this to explain features of the physical environment such as desert landforms. Students will also enquire into human aspects of the Middle East through looking at population distribution and investigating the fascinating traditions and diversity within the Middle East.

## Year 9

Year 9 have recently completed a new unit of work that focused on the country of Iceland. This unit has been newly designed to help students develop the skills necessary for GCSE whilst still sparking students' curiosity and engagement. Throughout the unit students have learnt about the hazards associated with plate boundaries, using Eyjafjallajokull as an example. Year 9 have also had the opportunity to investigate why the country has been so successful with using energy sources such as geo-thermal energy. Similarly to Year 7 and 8, the Iceland unit concluded with an online assessment. This summer half term, year 9 will begin the unit 'Into Africa'. Their learning will help solidify their place knowledge through looking at the locations of different countries and comparing their population densities. Students will also be given the opportunity to explore and understand the characteristics of Africa's biomes as well as some of the physical features that can be found within the continent. Students' knowledge of Africa will be developed further through investigating issues such as the impact of coffee farming, fair trade as well as salt mining.

## Trips

We are very hopeful that next academic year we will be able to have some kind of a return to normality and be able to offer our students learning opportunities outside of the classroom again. We have provisional plans in place to take students on the following trips next academic year:

- The Natural History Museum in London – Year 8
- Lapworth Museum at the University of Birmingham – Year 9
- Carding Mill Valley in Shropshire – Year 10
- Longbridge – Year 11
- Dorset coast – Year 12
- Birmingham CBD and library – Year 13

## Key Stage 4

Year 10 Geographers are currently learning about coastal landscapes. Students have been learning about how coastal landforms such as Durdle Door in Dorset has formed and how stakeholders such as town councils play important roles in the management of coastal areas such as Lyme Regis.

We wish Year 11 students all the very best in their next steps and look forward to seeing many of you again next academic year.



**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 8

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. The unit of work was concluded with an assessment whereby students' knowledge, understanding and geographical skills were assessed. This half term students will move on to look at the topic Weather and Climate including how it is measured with specific links to the UK. Throughout this unit students will also explore climate change, its causes, effects and mitigation strategies on both a local and global scale.



# PERFORMING ARTS

## Key Stage 3

It has been wonderful to be back in the classroom this term; making music, singing, dancing and performing – just how we like it!

Our Key Stage 3 students have all really enjoyed making music in practical lessons again, and the Year 7s have continued to develop their knowledge of World Music, exploring Trinidadian Steel Pan music and performing a popular melody, as well as learning about the structure and skills used in Indian Classical Music.

The Year 8 cohort have been working on their songwriting skills, writing lyrics and choosing the music to create a Song for Positivity, which they have rehearsed and performed. These were so great, we showcased as many as we could on twitter for ASCL's EduArtsFest on 28th May, a virtual celebration of the Arts in schools up and down the country!

Year 9s have been working hard to create a soundtrack for a film. Using keyboards, their remit was to draw on all of the musical skills they have developed throughout the Key Stage to create an extended composition to accompany an extract from a film. Students have really worked hard on this task, demonstrating real musicality and authenticity; we applaud them for this as, for many of them, this is the final stage in their music education before they embark on their option subjects in Year 10.

## Extra-Curricular

Our extra-curricular programme has continued, obviously in a COVID-safe way! Dance club have been working hard, appearing in the afore mentioned EduArtsFest and, most recently, creating an opening ceremony-style dance for the Euros!

Keyboard Club has seen students learning and performing a rendition of the theme from Pirates of the Caribbean. This club is for students of all abilities, and each player has been able to contribute their own part to the ensemble, with our most advanced players learning a challenging solo and introduction!

In Drama Club, students have been exploring a novel by David Walliams called 'The World's Worst Children'. Collaboratively, the students wrote a script for one of the characters 'Miss Petula Perpetual Motion', using choral speech and physical theatre to portray the tale. Petula is a teenager who cannot sit still and in true Walliams style, it's a real hoot! The group of ten girls play an array of characters from the boarding school 'Modesty Place' including Petula herself and Miss Prigg. We have some real talent in Drama Club and this short performance sees amazing choral speaking; wonderful choreography; not to mention the extraordinary acrobatics.



In choir, students have been learning a number of songs from different musical genres; musical theatre, pop and gospel and have also prepared a beautiful rendition of Blinded By Your Grace for the virtual end of term mass. In addition to this, our choir have taken part in our annual Primary Showcase event.

## Year 10

Our Year 10 musicians are currently focusing on Instrumental and Vocal Music in their GCSE course and are broadening their knowledge of music from the Baroque period. This is a challenging part of the course for many and involves analysis of the musical score, as well as developing listening and theory skills. So far our cohort have taken on the challenge well!

## Year 11

Although our Year 11 Performing Arts group have finished their course, one of our students, Meghan, was entered into the annual BTEC SHOWCASE competition. The judges were blown away by the enormous talent of the performers, especially Meghan's vocals, and she was selected as one of the finalists in the competition! Meghan's performance was shown at the BTEC Awards ceremony on 7th July and, although she did not win, we are extremely proud of her and wish her all the best in the future with her musical theatre career.





# Primary

Staff from the music department have visited local primary schools to work with groups of Year 5 students in preparation for this event. David, one of our talented Year 12 students, composed a wonderful song called 'Together', which we took to the primary schools to teach the students. All the Year 5s responded with enthusiasm and joined in keenly with physical and vocal warm up before learning and singing the song.

The students from each school then visited Bishop Challoner to record the song in our recording studio – something they

were extremely excited about! These recordings were then mixed together to form our virtual 'Giant Choir' – with current restrictions in place we cannot all perform in person, but through the magic of technology we can still sing all together! As well as Bishop Challoner students, some primary students also presented musical acts, which will all be shown in the overall virtual showcase. This is available for parents/carers, students, staff and members of the wider community to view right now so please follow the link which has been sent to you to celebrate the wonderful talents of the young people in our community.

**We do hope that in the next academic year we will be able to restart our theatre and music trips and visits in order to expose our students to a wider range of music and performance opportunities but, for now, a dedicated tab on the school website is full of tips and links to streamed performances so feel free to take a look if you are missing it too! The link is: <https://www.bishopchalloner.org.uk/live-music-ideas>**

# ART AND DESIGN

## Still Life & Observations (Sweets & Treats)

Year 7 students have been focusing their studies on observational recording through a 'sweets and treats' theme. This has given them the opportunity to focus on colour theory, whether it be through painting or printmaking, alongside a range of experimental drawing techniques. Students have embraced the vibrancy of artists' work such as Joel Penkman and Wayne Theibaud by creating their own responses to their work.

After the Autumn term project of building fundamental drawing skills, this is an opportunity for students to show off what they've previously learnt in Art, and extending their artistic practice with even more exciting processes and techniques. Some notable highlights of the term have been oil pastel studies on black card and working with watercolour paint to build tints, shades and hues when painting stacks of macarons and mouth-watering cakes.

They have most recently been working at improving their observational skills by drawing from primary objects, working to timed deadlines in order to practice being focused and looking closely in order to improve their fundamental skills. As a department, we are really impressed with how Year 7 have embraced their new art education during such a difficult year and come on leaps and bounds since their start with us in September – long may it continue!





# Year 8 – Architecture & Perspective

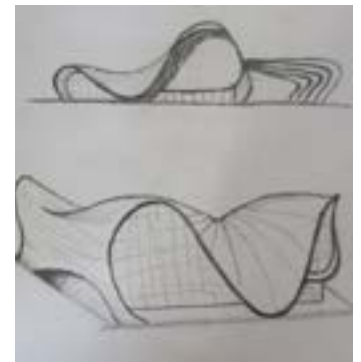
Since Spring term, Year 8 students have been focusing their artistic studies on architecture. They have been exploring the historical styles of architecture of Birmingham’s diverse cityscape, alongside buildings from around the world, including Croatia, Russia and Japan. Students in Year 8 were very engaged during their online lessons at the beginning of 2021, constantly asking questions about the techniques of perspective drawing and gaining more confidence with their formal drawing skills because of this.



They have since completed studies of Brutalist, Victorian and contemporary buildings, taking inspiration from Norman Foster and Zaha Hadid. They have also been building their confidence in drawing more expressively by sketching to quick deadlines in a range of materials, usually whilst listening to music, looking at how fluid lines can form the beginnings of a building design.



They have been designing their own business empires inspired by Mateusz Urbanowicz ‘Tokyo Shop Front’ series, focusing on aesthetic vs function. There have been some fantastic outcomes from Year 8 and we’re so proud of how they’ve dealt with learning practical skills whilst in hybrid teaching phases.



## Year 9 - Pop

Year 9 have been exploring the work of Pop Artists from 1950s until the modern day.

Year 9 came to the end of their ‘artistic movements’ project by celebrating with Pop Art. They began focusing on the comic style of Roy Lichtenstein and his use of Benday dots, recreating the famous ‘Wham!’ painting in acrylic as well as working on cardboard to create his crying eye study.



Their first exploration of portraiture began by focusing on the proportion of portraiture within photographer David Bailey’s work. Students used the grid method to refine their observation skills to achieve realistic proportions and therefore accurate portraits.





They then explored the work of Andy Warhol through oil pastel prints, studying how he repeated Marilyn Monroe's portrait over and over again as a symbol to her celebrity status and identity after her death. Students continued to study how the theory of celebrity is explored through creating individual mixed media portraits in the style of his 'Factory' series.



Year 9 were then introduced to Yayoi Kusama, a contemporary artist who worked in New York City during the height of Pop Art's reign. With her repetitive style and obsession with polka dots, students created sgraffito studies of her Pumpkin series. They used vibrant colours to replicate her joyful installations.



As a finale to their Key Stage 3 artistic journey, Year 9 students have been taking inspiration from prominent street artist Shepard Fairey, who creates positive politically driven mural based work. These have included celebrating key workers across the world after such a turbulent year, working with blending a variety of tints and shades to build layers of abstracted work.



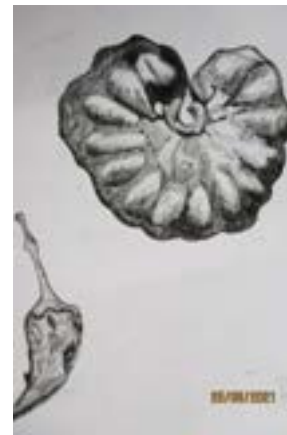
We wish Year 9 the best of look in their transition into GCSEs and we're excited to see such a fantastic cohort of artists signing up for GCSE study!

## Art Club

Since Easter, pupils attending Art Club have participated in the Royal Mail's Hero Stamp Design Competition as well as experimenting with various new mediums. For the design competition, pupils considered who they viewed as their personal heroes during the pandemic, creating bright, eye-catching designs expressing their gratitude and appreciation. The winners will be announced in September. Following the submission of their designs, pupils were introduced to Batik fabric, an Indonesian textiles technique that has travelled around the world. To get an understanding of the technique, they first used PVA glue and acrylic paint before refining their designs and using wax and dye. They have created, bright, eye catching designs taking inspiration from existing patterns and personal interests. We know that Art Club members will continue to grow into exciting and inspirational artists themselves in the years to come!

## Year 10

Students in Year 10 have engaged with more independent work over the last term. After workshopping a range of techniques and processes, they have each chosen a particular avenue to experiment with, including painting, drawing or printmaking. Many students chose to work with oil paint, exploring how to manipulate this new medium when painting natural form and landscapes. Students studying architecture have worked with a range of dry mixed media to build exciting studies. Classes have been working on a larger scale to A3 - their first opportunity to do so - working from images to create resolved pieces that prove their refined skills. During particular after-school sessions, students have engaged with other craft-based processes that widen their understanding of Fine Art.



They have also been completing timed studies of primary observation from real objects, including shells, vegetables and flora. These have meant that students break away from perfectionist tendencies and instead focus on observing and working expressively. All students are enthusiastic learners who enter every lesson with passion and commitment to their studies: long may it continue!







# Archdiocese Art Competition

Year 10 GCSE Art students Aira and Adaugo were selected as runners up in the Archdiocese-wide Art competition. The competition's theme focused on the humble work of Saint Joseph, the Patron Saint of workers. After over a year of the pandemic, the Archdiocese wanted to celebrate the importance of service to others, giving glory to God. Aira and Adaugo worked together to create a wooden triptych featuring Joseph, Jesus and the love between them. The students were awarded with certificates and a series of art materials, as well as receiving a beautiful icon of St Joseph for the school that was gifted by Deacon Owen during his visit.



Honourable mention should go to Sophie Fothergill, who single-handedly built a scale model replica of Saint Joseph's carpentry studio and home. This include tiny and intricately made food and clothing, as well as light sources that illuminated the simple furniture and fire that Saint Joseph would have had. Sophie even included a small framed drawing of a lily – symbolising the Blessed Trinity.

## Year 11

Year 11 have had a turbulent GCSE journey due to COVID and have come out on the other side as mature and exciting artists. They each had to complete controlled assessments as part of the course, meaning that they produced a series of large scale pieces that explored their individual themes and concepts. Students worked in a variety of materials proving their skills in a range of styles and techniques and each student proved their commitment to the subject throughout this difficult year by finishing with strong portrait, landscape and figure based works. Just by looking through their portfolios of work as a cohort, it is impossible to not see the resilience they have had. We wish them all luck in their future endeavours, whether that be continuing to study art or otherwise.

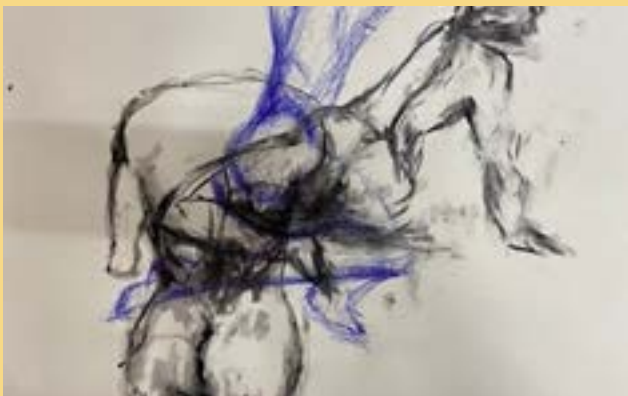






## Year 11 Induction Day

Art was a popular subject on Year 11 taster day, with two large classes of students opting to learn about the Fine Art A level course. Students worked quickly to timed deadlines, creating layered compositions using a variety of media including charcoal, pen and ink with water. This was an eye opening experience for the students and showed them the possibilities of their own work – that by being timed they cannot be too afraid to try new and exciting ways of recording their ideas.



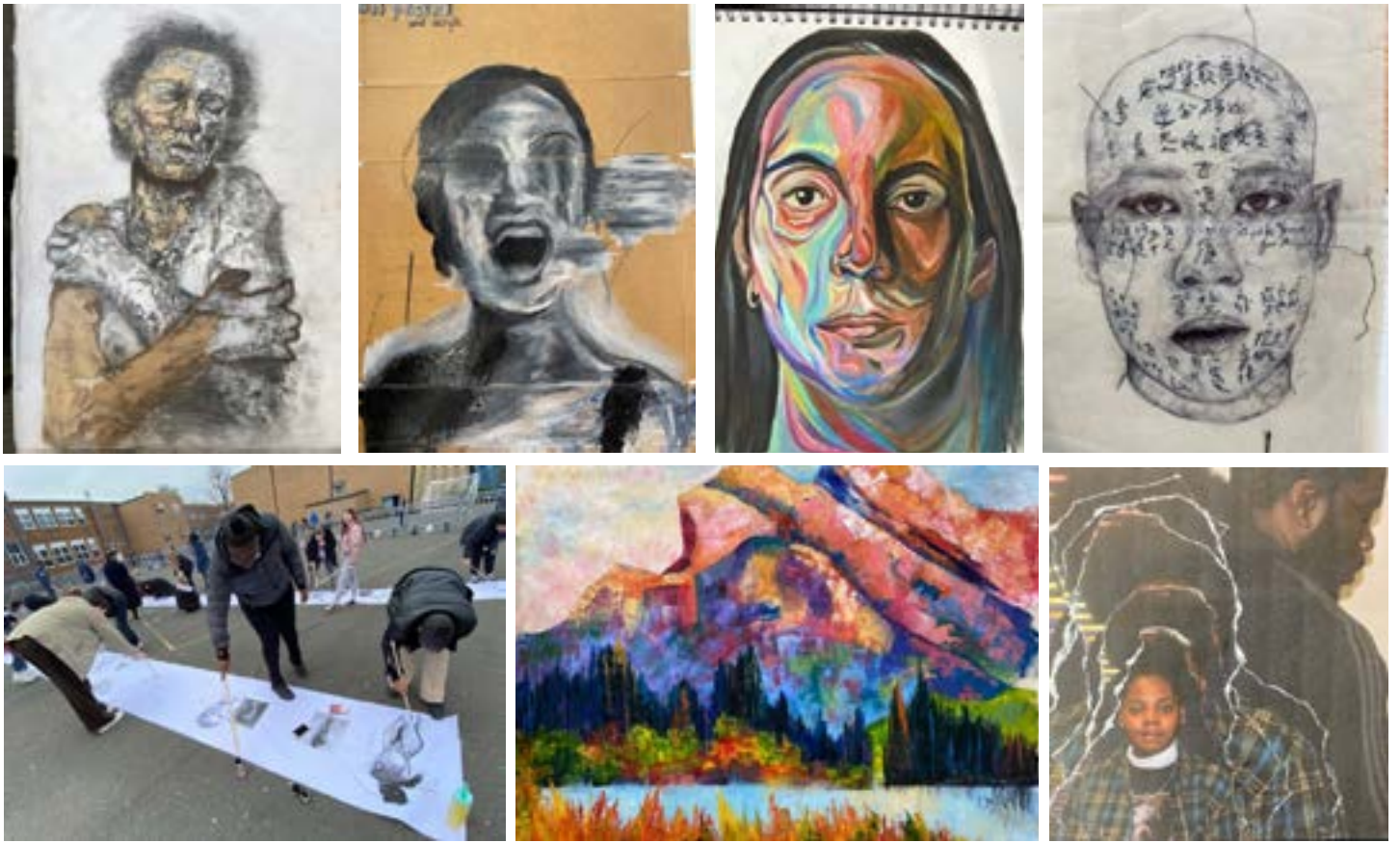
## Year 11 Induction Day

Year 12 A level Art students have been the most resilient, mature, encouraging class we have seen in a while. Their obvious enthusiasm for the subject, commitment to their studies and curiosity to learn new things has been apparent throughout the last year, and each week we are greeted by high quality and exciting outcomes that students have worked hard to produce. Working to individual concepts that have been forged over the last year, students have chosen artists to explore independently, alongside participating in class-wide workshops in new and unorthodox processes such as large scale drawing outside, latex casting and embroidery.

Throughout these exercises, students have been open to broadening their artistic horizons and have therefore created confident, sophisticated and inspired outcomes with each student truly making beautiful work. It is a major transition from Year 11 into Year 12, notably when working on a much larger scale (students have recently completed A0 sized works) and we are incredibly proud of not only what they have achieved this year, but their positive and passionate attitude to the subject. We cannot wait to see what they do next!







## Year 13

During their final months of A level study, we have seen the Year 13 Fine Art students grow into their own styles with flair and grace. Each student has worked hard to explore their chosen theme and style across a range of scales and materials, and in true Challoner fashion, each students' work is varied, exciting and impactful. With 8ft long figure studies, expressive portraits, intricate inked architecture renditions and maturely composed personal stories, every wall and surface of the Art classrooms are now covered with intriguing and well thought-through works that each student should be proud of. Every young person in the class has made an impact on the department with their work, and its obvious their personalities have shone through. We wish Year 13 all the luck in the world moving forward in their future endeavours, as we know they are each destined for great things.





# PRODUCT DESIGN

## Year 7

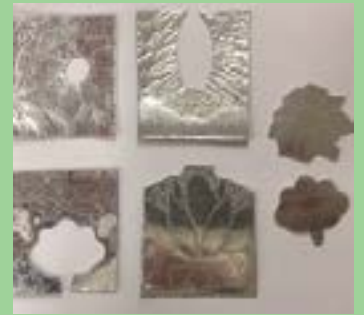
During the summer term Year 7 have been exploring new metalwork techniques and developing their skills in this area. They have focused on Birmingham's metal works history and the importance of this for Birmingham's past. The pupils have researched key designs and products originating from Birmingham and used these as inspiration to then develop their own final, collaborative, metalwork piece.

They focused their research and development skills by looking at 19th century designers from the arts and crafts movement and used their new knowledge of working with metal to sample many different techniques such as piercing metal, engraving metal using the rolling mill and texturing metal using a variety of hammers. They are currently working on and perfecting their own individual final piece, which has been planned carefully to incorporate as many of their new skills as possible.



## Year 8

Year 8 have been researching and creating passive amplifiers. Through this project the pupils have furthered their design and technical skills by using CAD (computer aided design) and a design programme called 2d design. They have completed their speaker grill designs, using 2d design, and these have been laser cut from acrylic. The pupils have also practiced using hand tools to shape and form timber and are now putting these skills to the test by shaping the main structure of their speaker, out of pine. They will use various techniques and include both hand tools and machinery to complete their final piece. These include using coping saws, the pillar drill and the belt sander.



## Year 9

Year 9, this term have been exploring architecture. Using the new Kings Heath train station as a starting point for their designs, they have taken inspiration from key and influential architects to produce their own concourse plan/design. The pupils are developing their design skills by exploring new techniques of one and two perspective drawings, rendering and paper modelling. These new skills will support them through a design process, which they will then use to propose their own plan/design for the train stations concourse. The pupils have just completed a paper model of their design, using paper and card. This will be used to help showcase their final designs.

# FOOD EDUCATION

## Food Bank Collection

The final food bank collection of the year started on 7th June running until the 5th July. This time it was a whole school community collection where we have focussed on food donations only. The summer holidays can be a difficult time for many families to provide nutritious meals where the students are at home for an extended period of time. The donated foods can be quite basic so a number of students in key stage three created recipe cards to accompany the donations to help inspire the recipients of the food parcels. Thank you to all who donated food items.





# Yr 7 Health and Well-being Week

Students in year 7 enjoyed a special focus on their health and well-being during the week commencing 21st June. The theme of the week was 'All about ME'. They were given a tracker each to record their progress. Initially they audited where they were regarding eating, sleeping and physical activity, they then set targets for the week. Form tutors delivered a powerpoint in form to encourage participation and to inspire them. The card was signed daily by their parent/carer or form tutor. At the end of the week they reviewed their progress and gave completed cards to their form tutor ready for a raffle. A smoothie bike was available for students to make a healthy smoothie during each lunch break. All donations for the smoothies go to the school charity 'CAFOD World Gifts'.



## Key Stage 3

Students in key stage three have enjoyed being back in the classroom doing practical activities. Most key stage three lessons now have a practical element to them where they may partly prepare some ingredients for the following lesson to allow more time to focus on a professional finish. Students in years 7 and 8 consider ways to use food leftovers and how food preservation has an important role to play in it. Students in year 7 have made products such as fruit fusion, wraps, pizza, crumble, muffins and chicken goujons. Students in year 8 have made products using high risk foods such as beef and chicken and vegetarian options.

They continue to practise knife skills in preparing bolognese, stir-fry(vegetarian), marinade for chicken fajitas. They did some baking where they used bananas that were past their best to make banana loaf and they used rosemary from the BC kitchen garden to make focaccia. Students in year 9 are now competent in knife skills, frying, baking, bread making. They have prepared a range of products such as chilli-con-carne (vegetarian or meat option), calzone, toad-in-the-hole and apple cake. To prepare them for GCSE they have practised table setting, napkin folding and garnishing with a range of ingredients.





# Key Stage 4– Hospitality and Catering

Students in year 10 have been working on practical skills to replicate what happens in an industrial kitchen. The aim was to make dishes with as little waste as possible. Firstly, they jointed a whole chicken then separate parts were frozen for future lessons. They made one chicken breast into a kiev, the other into a stir fry. The drumsticks and wings were marinated in a home-made BBQ sauce and the carcass into a stock and then a soup.

They have enjoyed making pasta from scratch and making it into different shapes. They made a roux sauce and a ragu sauce to compliment the pasta shapes.

They had a tour of the school canteen to consolidate knowledge about the procedures of food safety from delivery to consumption of food. They investigated temperatures of industrial fridges and freezers, industrial equipment, prevention of cross contamination and what happens in the event of a visit of an Environmental Health Officer. Thank you to Wendy for this very informative visit.

Congratulations to Year 11 who have now had their Teacher Assessed Grades submitted to the examination board. They would usually receive an individual grade for the external examination and the controlled assessment (coursework) and then each grade is translated into a unit point. The qualification grade is then calculated by adding the points to work out the grade. This year a holistic grade was awarded for the whole qualification. Evidence used included past examination papers and tests and the marking and moderation of the controlled assessment.



## Eco News

After two lock-downs the BC Kitchen garden had become very overgrown. Andy Fogarty cleared the garden of all weeds and made it manageable and ready for working in by the students. Some students in year 9 are working on the garden on a weekly basis. On week one they dug out two of the raised beds to prepare them for planting. They discussed what they could plant and what suits our climate. They decided that they would like to put some tomato plants and beetroot in one bed, and extending the strawberry patch to cover the whole bed. They investigated pollination and how bee hotels can encourage this and why they have planted flowers and their role in helping produce healthy crops. They explored the existing crops (apple trees, raspberry and black, white and redcurrant bushes) and why they are thriving in our garden.





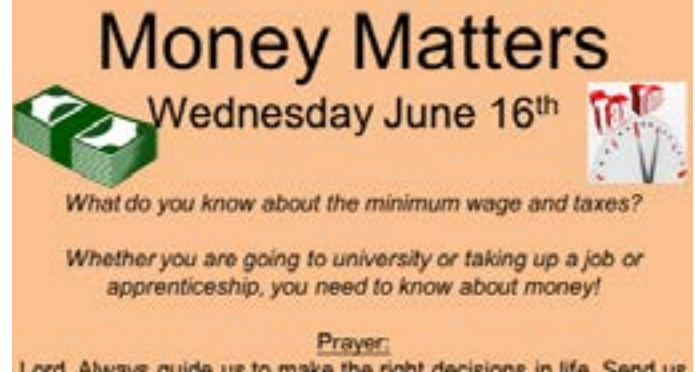
### International Women's Day

This assembly focused on educating and informing students for a fair, equal and alert world. It explored gender stereotypes and looked at key inspirational figures such as Dr Mae Jemison and Malala Yousafazi. The presentation was linked closely to 2021 international theme of Choose to Challenge and the Bishop Challoner year of Community with a reflection on community cohesion.



### Money Matters

The purpose of this assembly was to empower students with basic money matters that will affect them in every day adult life. Students were informed about key facts relating to minimum wage, income tax and value added tax. The assembly was presented as a quiz and was fully interactive provided students with multiple choice options and hypothetical situations to peruse.



### Thank You Day

Thank You day is a new UK innovation to reflect on gratitude for people in our communities who may have supported us through the global pandemic. Students had the opportunity to tune in and listen to ideas on gratitude, before creating Thank You posters that were sent off to a national Thank You card. So inspiring to see students create these messages of thanks.



Year 9 students have recently been completing a whole host of PSHE lessons that vary in nature but help them to look at Global Issues and Respect for All. Topics the students have covered include: Freedom of Speech, Racism, British Values, Foreign Aid, Modern Slavery, Genocide.

Throughout these lessons, students have had the opportunity to reflect on the world in a meaningful and critical way and increase their cultural capital by exploring political and social issues, alongside developing their physical, mental and economic good health.

### Personal, Social, Health and Economic Education

Over the summer term, our students in years 7 to 9 have continued to complete their interactive PSHE lessons.

Year 7 and Year 8 have completed a new Careers and Enterprise scheme of work. The purpose of this topic was to equip students with the Careers and Progression knowledge and understanding to make informed decisions now and in the future. The classes covered many topics using an amazing online resource 'Unifrog' to support learning, such as; Skills and Interests, Dream Jobs, CV s and Job Applications and Entrepreneur Case Studies. The highlight of this topic for many students was the online Careers Library on Unifrog where they were able to take a personality test and use the results to research some exciting careers for their future. Students were able to not only evaluate their skills, but some of the competencies that are essential pre-requisites for their future aspirations.





# Character Week

Our annual Character Week took place the week beginning 12th July and it looked a little different this year. It was, of course, still packed out with the great resources, assemblies and discussions our students have come to expect from their character week timetable but each year group had one focused day. Monday 12th July was Year 7 and they explored issues around health, body confidence and peer pressure.

Tuesday 13th July was for our Year 8 students with a focus on responsibilities, teamwork and equality. Wednesday 14th July was Year 9's turn where we encouraged them to consider their future careers and the pathways that might get them there.

Finally, Thursday 15th July was for our Year 10 students, this covered the recruitment process and life after leaving school. Special guest speakers included a local Police officer highlighting the dangers of knife crime - of course our guests were unable to attend in person due to restrictions in place, but luckily they were able to be beamed into our classrooms via Teams so our young people were not missing out!

## SPORT

During this term, students in KS3, KS4 and KS5 have made excellent progress in their Physical Education lessons. Throughout the spring and summer term, students have had the opportunity to develop their knowledge, skills, tactics and techniques in a range of different sports and activities such as Rounders, Cricket, Adapted Striking and Fielding, Volleyball, Softball, Health Related Fitness, Fitness Testing and Athletics.

## Extra-Curricular Clubs

We have thoroughly enjoyed running morning and after school PE clubs for Year 7-10 during the spring and summer terms. Students have remained in their year group bubbles and have participated/competed in a range of sports and activities. We have been really impressed with the number of students that attended the various clubs, so a massive well done to you all!



Well done to the students who participated in our intra-school Badminton competition! Prizes were awarded to students for good 'Sportsmanship', 'Fair Play' and 'Team Player'. We congratulated the following Year 7 students: Indra who won 'Sportsmanship', Alfie who won 'Fair Play', and Mary Jo who won 'Team Player'. Three of our sixth form students successfully organised a Year 8 ladder tournament for Badminton as part of their OCR Sport coursework unit, so a big thank you to Cairan, Harry and Sion for their time, effort and organisation of such a positive and engaging tournament.

We had a brilliant number of students attend our intra-school dodgeball competitions and it was pleasing to see so many students enjoying themselves and relishing the opportunity to play in sports competitions again. We were particularly impressed with Taraneh who won 'Sportsmanship', Alfie who won 'Fair Play' and Eryn who won 'Team Player'.



We would also like to highlight the excellent turn out for our Year 7 intra-school Netball competition. Students continued to work hard to achieve our awards and the successful students in this competition were: Haala (Team Player), Phoebe (Sportsmanship), and Grace (Fair Play). A huge well done to all who attended too. Congratulations also to Grace (Sportsmanship), Daisy (Fair Play) and Tyler (Team Player) who won prizes in our PE intra-school Basketball competition which took place the following week!

Callum, Estera and Declan were congratulated for winning the Sportsmanship, Fair Play and Team Player awards at the Tchoukball tournament, which was held as another one of our intra-school competitions. Another competitive and successful tournament!



To conclude a successful practical unit of work on striking and fielding, we organised an intra-school Rounders competition in preparation for some inter-school fixtures in the near future. The 23 students that competed were well organised, showed a strong and positive work ethic, and all looked cheerful during the game, which was really rewarding to witness. Well done to all students!



## Football

After not being able to organise fixtures, it was refreshing to see so many friendly matches/small-sided tournaments taking place across all age groups in recent months, all within the local area and against local schools such as - Kings Heath Boys, Kings Norton Boys and Wheelers Lane. It was fantastic to see smiles back on faces as all games were played in fantastic spirit with a great atmosphere. We are hopeful that come the 2021/22 season, we can see the return of competitive school Football!

The Year 8 Boys Football team came out on top in their first friendly match, taking a 3-1 win against Wheelers Lane! A fantastic effort from all of the boys and a promising start to their football fixtures. The Year 9 Boys Football team also kicked off their football fixtures with a friendly against Wheelers Lane, where the team drew 1-1. We are very much looking forward to seeing what the teams have in store next year!

It is great to see that our Year 7 girls Football squad are training after school! We have been so impressed with their effort, character and skill. We are excited to seeing the team in action in some upcoming fixtures in the near future.



## GLAMS

The new Year 7 Boys Football team have been fantastic this year and ended the very short season with an unbeaten 4-0 record. In each game, the Boys wore the badge with pride and showed real maturity within their performances in all matches. A 5-1 win over Kings Heath Boys and a 5-2 win over Wheelers Lane were two examples of some fantastic results. This was also an excellent learning curve for the boys as they adapted to the 11 a-side game in preparation for next season. It is clear that we have another very talented and capable Football team, who definitely have the potential to go on and emulate the successes of other teams within the school.

We have a Year 7 Charity Football competition coming up next week and we would love to see as many of you there as possible. It is £1 to play and students will play in small football tournaments against other teams. Sign up with your form tutor and remember to bring in your £1. We look forward to seeing you there!





# Tennis

Year 7/8 Girls had their first Tennis fixture against St George's last week. They were very successful in both their singles and doubles matches. It was great to see Ball Crew inspiring so many to get involved in Tennis themselves. Well done to Eryn, Haala, Mary Jo and Kyomi.



# Sports Day

It was fantastic to see so many happy faces during Sports Day last week. Students who attended were well behaved, encouraged others and worked hard when competing for their form. Students had the opportunity to compete in the following races: 100m, 200m, 400m and 100m relay. They also competed in the following field events: Long jump, triple jump, discus, shot putt and welly wangling. A huge congratulations to the winning forms on the day: 7 Cecilia, 8 Teresa and 9 Bernadette! A fantastic achievement for these forms. Well done to Cora R who broke the Year 9 Sports Day triple jump record with a jump of 8.3m. Well done also to Tilly A who broke the Year 7 Sports Day triple jump record with a jump of 7.9m. Hopefully, next academic year, we will be able to take all students from Year 7, 8 and 9.



# Duke of Edinburgh Award

We were delighted to have sent 15 Year 11 students out on their Bronze expedition on the 24th and 25th of June 2021. The students were fantastic and the 2 days were a success. We are also sending 63 Year 9 and 10 students on the 19th and 20th of July 2021. Due to Covid-19 restrictions, this year's expeditions look very different to normal but we are pleased to be able to give this opportunity to students in 3 year groups. Students have planned their routes in their set groups, where they will be walking between 12 and 15km within the day. Groups will be self-sufficient and will be putting various skills they have learnt in training, into practice. They will participate in a range of activities on day 1, which will cover camp craft, navigation, first aid and team building. On day 2, they will be completing the walk which they have mapped out. Good luck and have fun!

# KS3 reward trip

We held a successful and enjoyable Reward Trip for year 8 students this term in recognition of our students' outstanding commitment, dedication and effort to extra-curricular PE clubs/competitions, as well as exceptional effort shown in their PE lessons. Students took part in a bowling activity at Acocks Bowl during their period 4 and period 5 lessons on Friday. Students were picked for this because they have been awarded Lady of The Lesson or Man of The Moment over the past term, so a big well done to these students. Keep up the good work next year!

# Ball Crew 2021

Bishop Challoner Catholic College was once again invited to provide the Ball Crew for the prestigious Birmingham Classic Tennis Championship which was held from Saturday 12th June 2021 until Sunday 20th June 2021 at the Priory Tennis Club in Edgbaston. This is such an exciting opportunity for our students to experience a top class sporting event and we were delighted to have selected 37 Year 8 and Year 9 students to become a member of the Ball Crew Team.

The newly named 'Viking Classic Birmingham' concluded on Sunday 20th June 2021 after 9 days of superb commitment and hard work from all of our Ball Crew team. The students really did out-perform themselves and provided a beautiful window into what our school is truly all about. As the tournament progressed and the students grew in confidence, they were able to show tremendous amounts of skill, perseverance, and resilience whilst on court.

They then topped this off with huge amounts of positive spirit off the court; something that the students have no doubt missed in the recent months/year gone by. As members of staff, we



have also missed seeing this and we have thoroughly enjoyed watching our students throughout the tournament. On the final day, tournament officials and organisers from the LTA paid a visit to Ball Crew base of operations prior to the finals, where they were once again quick to praise the entire Ball Crew team for their professionalism, skill and expertise throughout the tournament, which was a nice way to conclude a very enjoyable 9 days. We now look forward to next year! A huge well done to all of our students, you were a credit to our school and to the Ball Crew Team.





# PE & SPORTS PREMIUM PROGRAMMES

## School Games

The School Games programme is currently undergoing some changes which will come in to effect in September and will see us offer opportunities based on local needs rather than national outcomes. Our programme/offer will be based upon the feedback already received and that which we receive at the upcoming meeting and we shall tailor our competitive and non-competitive sporting events and leadership opportunities to suit the needs of young people, targeting those most at need, e.g. least active, most negatively impacted by the Covid-19 pandemic and most deprived.

Through city wide discussions, the team of Birmingham SGOs have created a vision for our School Games offer: 'The Birmingham School Games will create happy, healthy and well-rounded individuals. We will develop opportunities for every young person to lead a healthy, active lifestyle and achieve their very best. We will be a catalyst for change that makes us proud to be part of Birmingham's future'.

During the Covid-19 pandemic, we have continued to provide ideas and resources to schools to help keep pupils physically active. During summer term 2, we have had themed weeks based on 'well-being', 'nature', the 'Birmingham Commonwealth Games 2022' and 'National School Sport week'. High quality, colourful and informative resources were produced and sent to all schools. Some of the resources are shown below.

**Secondary Challenge 1**  
**Photography Challenge**

By the end of this challenge, you will be able to take a good quality photo of your school building.

**Challenge**

Investigate the camera settings on your phone. Try to take a good quality photo of your school building. You can use your phone's camera or a digital camera. You can use your phone's camera or a digital camera. You can use your phone's camera or a digital camera.

**Photographer's Tip**

Try to take a photo of your school building from a different angle. Try to take a photo of your school building from a different angle. Try to take a photo of your school building from a different angle.

**Day 1**  
**Yoga Challenge**

Yoga is a great way to improve your health and wellbeing. It has lots of benefits, such as:

- helping us to manage our stress and anxiety
- improving our mood
- strengthening our self-esteem and self-confidence
- improving our concentration of how we think and learn.

It can help increase concentration and memory.

Develop our strength and flexibility.

**BIRMINGHAM SCHOOL GAMES SUMMER**

Why not give our Yoga Challenge a go today? Don't worry if you're not at all the movements, Yoga is a skill that needs to be practiced the more you do, the better you will be!

**Day 4**  
**Gratitude Lines**

Gratitude means being thankful for the positive things in our lives.

This task is all about thinking about all the things we have been grateful for over the past year.

Think about the people around you, family, friends, neighbours and friends. What other things are you grateful for? Who are you grateful for these things?

**BIRMINGHAM SCHOOL GAMES SUMMER**

Find a piece of paper and draw around your hands or cut out templates we have provided. On each finger, write down something that you are or have been grateful for.

Can you decorate your hands with crayons, felt tips or paint? Will a friend to do the same task - have you written down the things? Are there any things that are different? Talk to each other about your hands!

**Day 5 - England**  
**Olympic Triforce Challenge**

The Olympic Triforce (Altir and Javelin) are two Olympic triathletes and they want to challenge you to be the best triathlete you can be by having a go at their model challenge.

This challenge starts in Summer Term 2 and you can complete it anytime within the term.

The objective of the model challenge is to have fun and for children to achieve their personal best.

**BIRMINGHAM SCHOOL GAMES SUMMER**

Schools can register interest by following this link: [www.birmingham.gov.uk/schoolgameschallenge](http://www.birmingham.gov.uk/schoolgameschallenge) and complete the form at the bottom of the page.

## Primary Virtual Leadership Programme

Following the launch of our primary virtual leadership programme we have had 8 schools sign up. These include St Martin de Porres, Colmore Juniors, Billesley and Woodthorpe. Pupils in each school have been completing leadership tasks under the direction of teaching staff and for each level they complete (bronze, silver and gold) they receive a certificate and a prize.

**BISHOP CHALLONER PRIMARY LEADERSHIP ACADEMY 2020-21**

SILVER AWARD	GOLD AWARD
<p>To receive the Silver Award pupils need to complete at least 4 of the following:</p> <ol style="list-style-type: none"> <li>Do the service for an evening or weekend that challenges you to be a good leader.</li> <li>Attend School Games activities throughout the year.</li> <li>Take part in a challenge team discussion with your PE teacher.</li> <li>Complete a task set by your PE teacher which is getting your group/leader involved in physical activity.</li> <li>Produce a report about your leadership activities.</li> </ol> <p>All pupils who complete these tasks and the School Games tasks will be awarded the Green Sports Leadership Medal and certificate as well as a challenge to lead a team.</p>	<p>Pupils will be awarded by their school for a gold Sports Leadership Award.</p> <p>Members will be given the Green Medal for each year level.</p> <p>These include: leadership and communication, team work, problem solving, and leadership.</p> <p>These include: leadership and communication, team work, problem solving, and leadership.</p> <p>These include: leadership and communication, team work, problem solving, and leadership.</p>

Application forms for the Gold Award need to be requested from Mr. McDonnell at Bishop Challoner Catholic CofE.

## Social Media

You can follow all our work on @BCSGO where we now have over 1190 followers.

# SIXTH FORM

## Sixth Form Taster Day

### Year 13 Leavers' service

A lovely service took place via Teams on 27th May. We also had a Final Farewell assembly with Yr 13 when their tutors were able to say a goodbye to their forms on Thursday 24th June.

111 of our own Year 11 students returned to college on Tuesday 22nd June to take part in their Sixth Form Taster Day. They started with a virtual assembly in form groups, delivered by Mrs Nutt and our newly appointed Head of Year 12, Dr Osborne. They then were able to experience 4 A Level/Vocational hour long taster lessons, as well as enjoying break and lunchtime in the Sixth Form Common Room. We were most impressed with the positive attitudes shown and look forward to enrolling them in August.

### A Virtual Welcome

In the current Covid climate we were, unfortunately, not able to extend an invitation for a Taster Day to students applying from elsewhere, so a virtual welcome is available to them on the website, with a message from HoDs and subject leads, as well as links to useful transition tasks and information about their chosen subjects.

### Year 12 Progression Programme

We have been making use of the Monday assembly time, Wednesday Enrichment since half-term to deliver a progression programme to Year 12. Topics covered include Preparation for your UCAS Applications, Writing a Great Personal Statement, Apprenticeships and What are MOOCs?

### Year 12 Week beginning 12th July

This has been designated a week of self-directed activities for students to develop skills and gain experience in the areas they may wish to pursue post-18. The expectation is that every Year 12 student will complete either virtual work experience, a MOOC (massive open online course) subject/work-related attend webinars and/or make full use of the extensive resources on Unifrog. Some students have signed up to a National Citizenship Service (NCS) programme during that week.

### Year 13 Focus Day

The last college event for Year 12 this term will be their Virtual Focus Day on 19th July. After an end of year assembly led by their Head of Year, Mrs Healy, students will update their UCAS applications and Personal Statements, in the light of activities recently undertaken, under the guidance of their Academic Tutors.

# OPEN LEARNING CENTRE

## Summer Schools

As always, a number of students will be taking part in university Summer schools this year, albeit virtually in the main. Students have also prestigious Nuffield Research placements; very competitive opportunities to carry out paid research at local universities this summer.

### Literacy Skills

Weekly 8 am meetings between the four of us have proved fruitful with the implementation of the Literacy Skills Academy, which Mr Bell and Mr Brown are leading after Mrs Fanning and Mrs Newton researched it and set it up. This is a 10-week course from the Literacy Trust and designed to build literacy and improve self-esteem by learning a new football skill that the students unlock when they get the literacy questions correct. It also demonstrates that practice improves performance.



English teachers have started bringing their KS3 classes to the library for English lessons so the students get used to using the library and facilities. These have been very successful and have resulted in some students very keen to check out library books. We hope to extend this to all subjects. It is encouraging all students to get used to finding books and using the space for work.

Our paired reading scheme for years 8, 9 and 10 students has run since September and been enjoyed by both students and the trainee teachers in ways they did not expect. We plan to run the intervention again next year. Sixth form volunteers will be trained to be 'reading buddies' alongside the new trainee teachers. The sixth formers will be able to add this experience to their CV's.

The Year 8 book club now has 9 students attending regularly. This year we have enjoyed looking at some of the Carnegie authors and participating in some author challenges. We have also created some clay models that reflect aspects of the book diversifying our skills!

We are very much looking forward to the library reopening to the whole school. This year we have been hosting the year 12 students in the library with year 7 or 8 students using the library at lunch and break time on set days. We are looking forward to bringing the fun back to the library with the 'Bishops Got Talent' show casing, all the visiting classes and a new set of Library monitors helping out and learning new skills.



# BCTSA

Since the end of the last lockdown period, the TSA Team have enjoyed being in the offices more regularly and it feels like things are gradually returning to normal. Our Leadership and Development programmes for primary and secondary teachers have continued operating remotely though, along with support for our current School Direct Trainees, NQTs and mentors, interviews for internships and school direct trainees. We are currently planning our programmes for next year which will be a mixture of online and face to face delivery.

## Teacher Training

Our trainee teachers are now reaching the end of their training year – one that we will never forget! The trainees, mentors, university partners and the BCTSA Team have worked very hard and creatively to make sure the School Direct programme was a success, despite Covid. Over 80% of current trainees have secured teaching jobs in schools for their first ECT year (previously NQT) for September, which is fantastic. We have noticed that there has not been so much movement in terms of job vacancies and opportunities, so we are pleased that so many will now be teaching in our Birmingham schools. A celebration day recently was a really nice way to finish what was a most unusual year.

Applications for School Direct are still coming in – with around 60 places now accepted for a September 2021 start in a range of Secondary subjects, and also Primary. We are still recruiting and are looking forward to continuing to work with our 3 University providers and to see what the next academic year brings.

## Internships

We were fortunate to be able to run our popular Teaching Internship again this year, with funding from the Department for Education. 36 University Undergraduates, studying Maths and Physics have spent 4 weeks with us, attending online workshops and study sessions, lesson observations and in some cases, attending lessons in schools. The aim of the programme is to give these subject specialists a taste of life as a secondary school teacher, so we hope that they will 'train to teach' once they have graduated and join the teaching profession.



## Professional Development Programmes

As our current programmes are reaching their final sessions, we are now planning for our 2021/22 CPD and Leadership Programmes. We have given some of our existing 'home grown' programmes a revamp and are looking forward to bring some new facilitators on board. Aspiring Middle and Senior Leadership Programmes will be starting in the autumn. We have decided that for twilight sessions, we will continue to deliver these online. This has proved popular for participants and facilitators alike – cutting down travel time and cover issues at the end of the school day. We are also very excited to be working with 2 new partners for the NPQs. We have one programme with CEFEL (a Church of England/Catholic Partnership) and also a range of new NPQ programmes with the well-established Best Practice Network. We look forward to providing top quality training for our teachers in the Birmingham area.



## ECF - Early Career Framework

As we finish our role as an Appropriate Body, we want to say thank you to the team who have worked hard over the years to provide this important service. We have seen hundreds of newly qualified teachers through their first year of teaching to become fully fledged teachers. As we move forward, we are delighted to be the Birmingham delivery partner for Best Practice Network for the Early Career Development Programme. This is a 2-year long programme aimed at supporting new teachers as they start their careers, which also involves a lot of mentor support – a step in the right direction for aiding the retention of teachers in the future.

## Train as a primary teacher and become a specialist in Physical Education

As part of a national initiative to improve the participation and skills of primary pupils in PE a school-led teacher training programme has been developed to increase the quality of PE teaching in primary schools. We have 2 University partners for this and our provider code on UCAS is 1K2

For further details about admissions contact the Training School Team at: [trainingschool@bishopchalloner.bham.sch.uk](mailto:trainingschool@bishopchalloner.bham.sch.uk)  
Visit our website: [www.bctsa.org](http://www.bctsa.org)



# THE CENTRAL MATHS HUB

Did you know that Bishop Challoner Catholic College is the Lead School for the Central Maths Hub? We support hundreds of schools across Birmingham, Sandwell and Dudley.

Our full programme can be viewed on our website. If you or any of your friends or family are teachers, please let them know that free and funded support is available at [www.centralmathshub.com](http://www.centralmathshub.com), or they can email us [mathshub@bishopchalloner.bham.sch.uk](mailto:mathshub@bishopchalloner.bham.sch.uk).



## CAREERS

It has been a busy half term for the Careers team. As we get closer to the end of the year, our Year 10 and Year 12 students have been starting to prepare for the important decisions they will need to make next year, and exploring their future beyond Bishop Challoner. Due to the challenges and restrictions we have faced this year, the Careers education programme for Year 10 and Year 12 has been completely re-written and re-vamped. Year 12 have had a series of form time information sessions, virtual assemblies and workshops where they have learnt about different aspects of university (such as student finance and choosing a course), apprenticeships and applying for jobs, as well as how their decisions may impact their career prospects in the future. Year 12 are also taking part in a Virtual Work Experience Week (12th – 16th July) where they will work from home, completing virtual work experience placements, MOOCs and other online courses.

Similarly, Year 10 had a Virtual Work Experience Day on Friday 9th July. Although virtual activities can never completely recreate the experience of actually visiting a workplace, and we plan to return to in-person work experience next year, Year 10 took part in different activities looking at the world of work. As part of this day students completed an interactive virtual work placement hosted by Barclays LifeSkills where they got to look round an office of a digital agency, meet different staff and answer questions to help complete a project. In other sessions students also started writing a CV and learnt about payslips, tax and budgeting.

Students in Years 9 and 10 will also be taking part in careers related activities as part of Character Week. Both year groups will be exploring different jobs and the options they will have

after school, and there will also be talks from a university, a college and a variety of employers. We are also excited to virtually welcome back some Bishop Challoner alumni who will be sharing their experiences with Year 9.

All of the events above, including the Year 10 and Year 12 programmes have made use of our excellent careers platform, Unifrog. Year 12 are beginning to use

Unifrog to write their personal statements, ready for applying for UCAS and apprenticeships in September. If you want to have a look at everything Unifrog has to offer our students, we have also set up a parent login so that you can use Unifrog as if you were a student yourself. The form code you need is: BSCCPARENTS and you can sign up here: [www.unifrog.org/code](http://www.unifrog.org/code)

Ahead of results days, Miss McGowan has been working with Year 11 and Year 13 students on finalising their Post-16 and Post-18 plans. If you have any questions, or would like any support, you can contact her at: [e.mcgowan@bishopchalloner.bham.sch.uk](mailto:e.mcgowan@bishopchalloner.bham.sch.uk)

A purple banner with white text. It says 'Need support on results day? We are here to help!' and includes contact information for Miss McGowan, Careers Adviser. It also mentions 'A-Level: 10th Aug' and 'GCSE: 12th Aug'. There is a small illustration of a person and the 'Careers SMART' logo.



# Mobile Phones

With most pupils 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.

# 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. 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. There are a number of styles, particularly for girls, currently in fashion with wood style soles. These are not suitable for school. 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 gold/silver stud earrings which may be worn by girls.

The wearing of Summer uniform will be communicated when it is permitted to wear.

# Schoolcomms

As you are aware we operate a cashless catering system and Schoolcomms is the preferred and recommended system to make payments for your child's school dinners and some school trips. If you haven't already done so, please sign up using the mobile number and email address that the school has on record for you. There is only one money loading machine in operation in the school, so it is imperative that Schoolcomms is used.

For further information please visit our website  
[www.bishopchalloner.org.uk](http://www.bishopchalloner.org.uk)

# 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.

Attendance to school has been massively hindered by the impact of Covid 19 this year. We congratulate our students on their resilience and determination despite this.

**Thank you for your continued support.**

# Pastoral Staff- September 2021

There are a number of Pastoral staff changes that you should be aware of from September 2021, we welcome and congratulate all staff joining the team.

Head of Year 7- Miss Beard  
Assistant Head of Year 7- Mr Fell

Head of Year 8- Mrs McGowan  
Assistant Head of Year 8- Miss Shirley

Head of Year 9- Mr Clarke  
Assistant Head of Year 9- Miss Williams

Head of Year 10- Miss Hunter  
Assistant Head of Year 10- Mrs Higginson

Head of Year 11- Mrs Dawson  
Assistant Head of Year 11- Miss Barron-Richardson

Acting Head of Year 12- Dr Osborne

Head of Year 13- Mrs Healy

We say goodbye to Mr Tipping who leaves his role as Student Support Coordinator/SSWIS Project Coordinator to take up a new post in the East Midlands. We thank him for all of his work and wish him the very best of luck.

We are delighted that Mrs Reynolds, a longstanding member of our Sixth Form team will be joining the Student Support Team from September, she is already part of the school's Mental Health Team and a DSL and we wish her the very best of luck in her new role.



# Why choose RUACH Karate?

"My daughters adore RUACH Karate and the wonderful coaches instructing them. The discipline, the guidance and the confidence they gain every week will serve them well for the rest of their lives."  
- Sensei Gary, Sensei Mark and Sensei Ronnie offer a master class in how to inspire children and adults."

Steve, Parent  
Cocks Moors Woods Leisure Centre



## Transforming lives with Martial Arts

### There are classes running in your local area:

Solihull / Kings Heath / Kenilworth  
Stourbridge / Hagley / Bromsgrove  
Stratford upon Avon / Shirley

Online classes are also available.

Contact Sensei Gary now and book your place 07946 348 131

e. ruachkarate@icloud.com



Confidence / Discipline  
Respect / Family Training  
Self Defence and Fitness

Book your free taster session



## How it works

### Your Training?

Our training is designed to be fun and engaging, with a focus on building confidence and self-esteem. We use a variety of techniques and drills to help our students learn and grow. Our classes are held at the Cocks Moors Woods Leisure Centre, which is a safe and secure environment for all our students.

### Your Progress?

Our students progress through a series of belts, from white to black. This progression is based on their skill level and the time they spend training. We encourage our students to set goals and work hard to achieve them.

### How Can I Join?

We offer a free taster session for all our students. This is a great opportunity for them to try out the sport and see if they like it. If they do, we can offer them a full membership. We also offer a family membership, which allows parents to join their children in training.

"You can make the way of karate for yourself! It's yours to enjoy!"

UK Karate Federation



### Benefits of RUACH Karate

It is well known that karate is a great sport and discipline for children. It helps them to build confidence, self-esteem, and discipline. It also helps them to learn important life skills, such as respect, perseverance, and teamwork. Karate is a sport that can be enjoyed by children of all ages and abilities.

RUACH are proud to offer a wide range of classes for all ages and abilities, with students ranging from age 4 to the youngest in our school at 76.

"It has been said that there are over 600 muscles in the human body and all of them can be used in a karate session, leaving over 6000 muscles of which in training are strength, posture and flexibility."

- First two weeks free
- Family friendly with discounts
- Free suit with membership
- Free black and brown belt courses
- Free equipment with introductions
- Free monthly self-defense class
- All our venues are purpose built sports facilities
- Local, National and International recognition
- Local, National and International competitions



**My name is Hope and I am a Qualified Integrative Psychotherapist registered with BACP. I work with Children, Adolescents and Adults.**



**Hope Peckover**  
PSYCHOTHERAPY

Contact me  
Contact@hope-psychotherapy.co.uk / 01914408123  
www.hope-psychotherapy.co.uk

**What services do I offer?**

- 1-2-1 Psychotherapy for children and adults of all ages
- Parent and family work
- Autism Specialist consultations for parents and partners
- Autism Awareness Workshops

I work with a whole range of issues with children and adults. This could be:

- Bereavement
- Relationships difficulties
- Eating disorders
- Suicidal thoughts and self-harm
- Nightmares
- Anxiety and Depression

# St Dunstan's Catholic School & Nursery



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