



BISHOP CHALLONER CATHOLIC COLLEGE

Year 11 February Half Term Newsletter 2021

Dear Parent/Carer,

Whilst I had hoped to not be in the situation of writing another newsletter during a lockdown, we must persevere. Despite our desires to have students back in the classroom, their safety - and that of our community - must come first. At which point, I want to start by thanking everyone for the incredible support offered to our students. Home learning can be difficult, but Year 11 have strove for success after success and they have completed some phenomenal work which they ought to be proud of. Likewise, by not leaving their houses, and maintaining the social distancing, we are all doing our best in supporting each other and our society.

Many of you will have queries about the examinations and how the GCSEs are to be awarded. The Department for Education and Ofqual have completed the consultation phase and we as a school now await their decisions as to what will happen next. As soon as we have more information, we will get in contact as I realise what consternation this may cause. Your job as always is to keep working. Prior to the Christmas break, Year 11 worked incredibly hard to complete their mock examinations. The behaviour and attitude displayed during these mocks was brilliant overall and I wanted to take this opportunity to commend them. Examination periods come with an increased amount of pressure but Year 11 rose to the challenge, focussed and diligently working.



With examinations, lockdown, and it being Year 11, stress levels may have risen for some of our young people and we are still here as a school to support our students where we can. Resilience has been a key theme in our virtual assemblies over the past few weeks culminating in Children's Mental Health Week. On the school website, there is a page full of information and further sources you can browse if you feel at all worried. I have included the link in this newsletter to make it easier to access: <https://www.bishopchalloner.org.uk/catholic-college/about/mental-health-and-wellbeing>.



Year 11 should be congratulated on the successes they have achieved throughout lockdown. Many will have received postcards home due to their fantastic effort and hard work throughout lockdown. I wanted to spend this time celebrating some of our young people's successes. The Art Department has produced work of a phenomenal quality over the last few weeks with students' independent creativity growing in leaps and bounds. Here are just a few examples of the incredibly talented young people within our community using a mixture of artistic mediums.



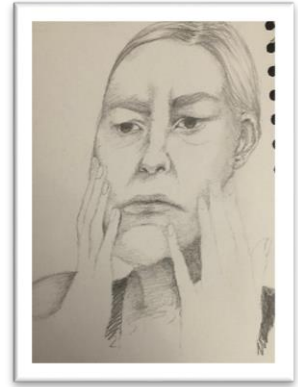
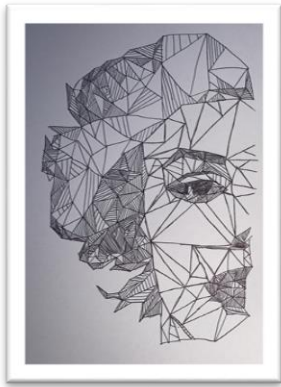
Principal - Dr J Coughlan

Institute Road, Kings Heath, Birmingham, B14 7EG

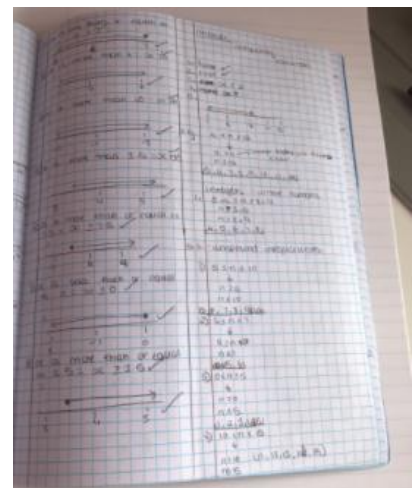
Tel: 0121 444 4161 • Fax: 0121 441 1552

www.bishopchalloner.org.uk • email: enquiry@bishopchalloner.bham.sch.uk





Alongside beautiful works of art, Year 11 have also demonstrated their ability to work independently, compiling organised notes which clearly demonstrate their talents. Please see just one example of many from the maths department which highlight what can be achieved independently. By showing all of the working out, this student has demonstrated the clear skills needed to succeed and has excellent notes from which to work with and revise from.



In English, we can see the demonstrable skills students have been building, successfully creating detailed PEEs with regards to their studied texts. Particularly impressive were the sheer volume of well embedded quotations which demonstrate a clear knowledge of the whole text. The continual dialogue between students and teachers for their improvement is so essential to student success and therefore I would highly recommend students ensuring that all requested work is uploaded in a timely fashion to evidence what they are doing.

Likewise, good methods of revision have been demonstrated during this time. Mindmaps are great to create expansive layers of meanings and knowledge with regards to a topic. Please see a lovely example below.



To finish, I want us to think carefully about the Year of Community. As a concept, I can understand that during a lockdown this seems strange, but whilst we are isolated, we can also still be together as a community. Phone and check on your peers and friends. Utilise FaceTime and other resources to keep in contact with friends and family. Above all, remember, we are not alone and we will do tremendously as we move onwards in our academic careers.

Shakespeare presents the theme of love in the extract as a strong emotion which controls the whole play and is closely followed by death. Firstly, Shakespeare portrays Romeo to be completely controlled by his love and desire for Juliet which will end tragically. When Friar Lawrence warns Romeo about the "sorrow" which could come later, Romeo says that the sight of Juliet gives him immense joy. He says, "Then love-devouring death do what he dare". Shakespeare's use of personification could suggest to the reader that Romeo will "dare" to do anything for his Juliet. This also links to later in the play where he feels "outside the walls of Verona, except purgatory, torture, and hell itself" without Juliet. The use of adjective "devouring" could suggest he is willing to sacrifice including his "death" to marry Juliet. This also foreshadows the death of Romeo and Juliet and proves how death has "devoured" his love. This imagery of devouring creates an idea that Romeo is being consumed by his love and it will end in a tragedy. Shakespeare's use of the oxymoron of "love" and "death" could suggest that both are intertwined, and that love will end up being dangerous as they have defied their parents, and gods "i defy you stars" which the Shakespearean audience consider to be challenging their fate which would be punished by death.

Wellbeing at half term

Please follow the link for some great ideas on how to start your days and look after your health and wellbeing <https://bishopchalloner.org.uk/events/2021-02-13-wellbeing-at-half-term>

Uniform and Appearance

For students that are attending school please be reminded that they are required to attend in full school uniform and full PE kit on the days they have PE. There are no changes to the dress code/appearance and standards of behaviour.

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 and boots 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 stud earrings which may be worn by girls.

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

Yours sincerely,

Miss Beard
Head of Year 11

Mr Fell
Assistant Head of Year 11