
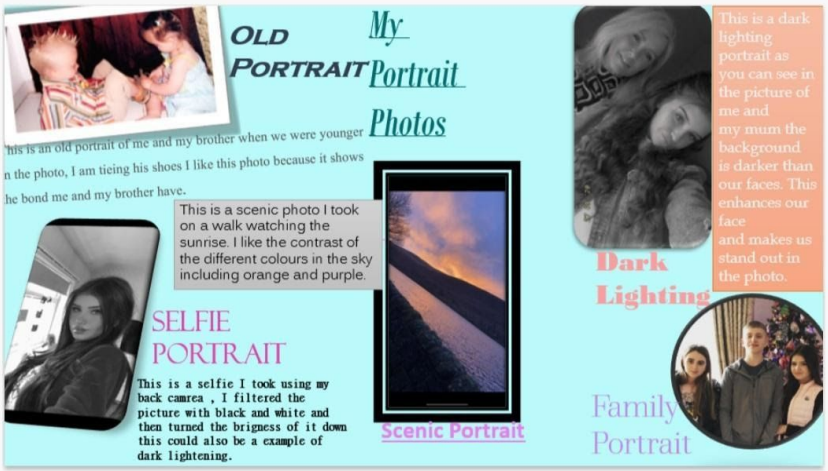


Werneth Celebration of Home Learning Excellence - 22nd January 2021

Here's an update from teachers about the hard work going on with remote learning from students across every year group ...

<p>MATHS Mr Astles</p>	<p>Jack Middleton (y8) and Tyler Huskie (y9) are both worth a mention for the first rate technical support they have offered in my lessons! I hope I am helping them with their maths as much as they have helped me with technology! Annie Chadwick, Oliver Spencer and Ellie Dean (Y10) and Lola Pedroza (y8) are also worthy of mentions for their consistently high standard of work being submitted every lesson.</p>
<p>SCIENCE Miss Berry</p>	<p>A shout-out for both 9X1 and 7Z2 for Science ... they have been superb on Google Meet. They are really engaged (particularly from 7Z2: Ruby G-S, Tilly M and Leif G, but there were lots who contributed) in the live lesson...and also a group in 7Z2 who worked independently (Emily B, for example), which is great to see from Year 7. Great attitude to learning and behaviour from all. I really enjoyed it!</p>
<p>PHOTOGRAPHY Mr Mujagic</p>	<p>Excellence! India in Year 10 Photography. India has produced some stunning Portrait photography and developed some very creative pages on powerpoint using her own portrait photography. Well done and keep up the good work.</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">  <p>My Portrait Photos</p> <p>FAMILY PORTRAIT This is a picture of me with my mum, I like it because it is around Christmas time which is a happy time of year. It brings positivity</p> <p>Old Portrait This is an old portrait of me and my nan, grandad and my brother it was taken on the day me and my brother were christened.</p> <p>SCENIC PORTRAIT This is a scenic portrait of myself on a walk at Walkerwood Reservoir I like it because the sky is blue and the snow is very white making it look bright.</p> <p>SELFIE This is a selfie portrait of me and my best friend, we are both posing and then used a filter to make it lighter.</p> <p>Dramatic Lighting This is a dramatic lighting picture, it is a very dark room with little light, I used a filter on my phone to enlighten my face.</p> </div> <div style="border: 1px solid black; padding: 10px;">  <p>My Portrait Photos</p> <p>OLD PORTRAIT Photos This is an old portrait of me and my brother when we were younger in the photo, I am tying his shoes I like this photo because it shows the bond me and my brother have.</p> <p>SELFIE PORTRAIT This is a selfie I took using my back camera, I filtered the picture with black and white and then turned the brightness of it down this could also be an example of dark lighting.</p> <p>Dark Lighting This is a dark lighting portrait as you can see in the picture of me and my mum the background is darker than our faces. This enhances our face and makes us stand out in the photo.</p> <p>Family Portrait</p> <p>Scenic Portrait</p> </div>
	<p>Nichole Swindell Mather Yr11 Photography Nichole has worked really hard on producing some Eye photography research and computer edited drawings and observations.</p>



SCIENCE
Mr Brighton

The following year 11 triple science students have completed excellent work on formulations and pure Substances (work attached):
Emily Gribben, Katie Hill and Annabel Fairbrother Jones

The following year 11 combined science students have completed excellent work on bonding (work attached):
Charlie Graham, Mariam Ali and Amelia Wilkinson

Year 7 students who have produced excellent work on states of matter (work attached):
Shannon Evans and Millie Chatterton

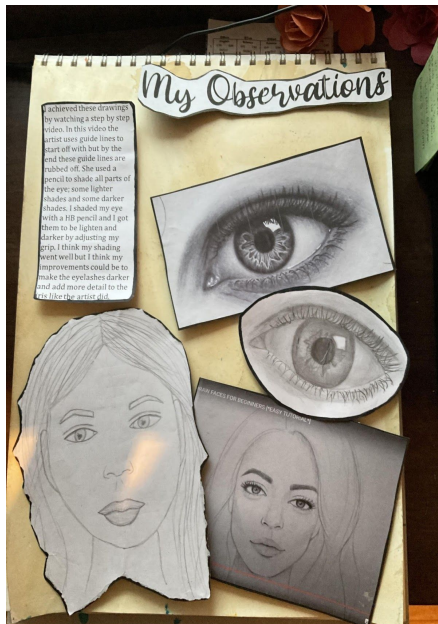
Brilliant Tassomai quizzers who have all answered over 500 questions this week:
Eleanor Carr (Yr 10), Kieran Fitton (Yr 8), Amelia Wilknison (Yr 11) and Ben Robinson (Yr 11)

A great achievement on top of the demands of remote learning.

DRAMA
Mrs Brothers


Drama Superstars!
Excellent Effort in online learning for Drama:
Yr 7: **Lily Sharpe, Kemi Welch, Jad Clayton**
Yr 8: **Ella Oliver, Bailey Hurst, Cody Holden**
Yr 9: **Keira Wallworth**
Excellent thoughts and eloquence: **Charlie Goodwin, yr 9**
All around amazing effort: **James Cooper, yr 10**

ART
Mrs Meaburn



Nice piece of work to share from **Kendra** in Year 9 Fast track Art..Pencil observations of portrait and hyper realistic eye

And another piece of work to share. Year 11 Fine Art **Clara Wilson** - Anthropomorphic Portrait- acrylic on canvas

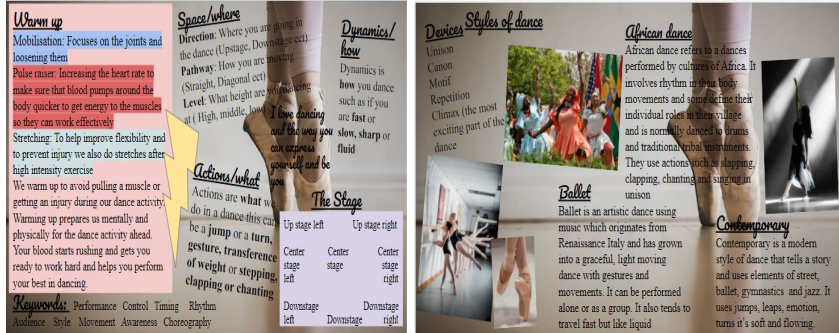
<p>ART Mrs Holden</p>	<p>This is Delilah White-Fury's excellent Peacock painting showing how she can use blending techniques</p> 
<p>ENGLISH Miss Coady</p>	<p>The opening to a superb pre-assessment submission for our current narrative writing unit (students were asked to write the opening of a short story based on an image). Magdalena Cwiernia's response ... her first paragraph ...</p> <p><i>The forest had lush, eerie trees that rustled at the slightest of breezes, towering over anyone who dared enter the forest. Shrubbery, green and prickly at the edges of worn out pathways, like shadowy silhouettes waiting to attack. Small, almost minuscule rays of sunlight filtered in through the branches casting a false sense of safety and security. The skittering and chattering of woodland animals would have been cute and joyful if not for the ominous and nerve-wracking feel of the area. Berries and fruits cast scents so sweet and mouth-watering, almost too tempting to resist, so tempting in fact that it could be a cover for a truly poisonous and deadly nature. A small layer of mist lies at the ground of the floor, wisps and swirls occasionally escaping in a hypnotic and enchanting pattern. An acidic but sweet taste fluttered through the wind, like sour sweets and candy apples mixed together. Tombstones of various shapes and sizes could be seen from various directions peeking out the mist.</i></p>
<p>HAIR & BEAUTY Mrs Angove</p>	<p>The Applied Learning group have produced some excellent independent work for their Hair and Beauty assignment. Jolie Davies, Holly Codling, and Leah Barber have really excelled themselves whilst completing challenging and thought provoking tasks. Well done!</p>
<p>FRENCH Miss Bertho</p>	<p>Clara Wilson, Jamie Thurston, Joely Jackman, Amelia Wilkinson. Despite the uncertainties regarding their GCSEs, they've worked really hard and attended all remote lessons so far. They have handed in an impressive amount of writings (several 90 words, 150 words and translations) in a small time frame and I have really enjoyed reading them, providing feedback and seeing how much progress they have made since I've started teaching them!</p>
<p>MATHS Mr Brighton</p>	<p>The following students have shown exemplary attitude and have produced work of superb quality this week. They have all completed more work than has been asked of in</p>

	<p>the session as well as asking insightful questions which have led to enhanced learning for all</p> <p>Y11 - Annabel Fairbrother Jones, Caitlin Eason, Erin Bailey Y10 - Elyce Pearson, Natalie Pierce, Charlotte Wright, Claudia Cross, Charli Bate, Finn Smeaton, Jamie Rarburn, Luke Noone Y9 - Ruby Hart and Liam Partington</p>
<p>ENGLISH Mrs Markham</p>	<p>I was impressed with the pre-assessments completed by my year 10 class. The students read an extract from the text 'Private Peaceful' and then joined a class discussion in which we analysed the language used by the writer to show the experiences of the character. The class then completed written responses. Here is part of the work submitted by Jessica Sellers.</p> <p><i>Another thing that shows the experience as bad is the writer's use of personification. He writes 'Its deadly tendrils are searching ahead, feeling their way forward in long yellow wisps, scenting me, searching for me'. This shows us that the gas is presented as a figure of death. In this he is creating an alarming atmosphere where we are left to question what's going to happen? Is everybody going to be okay? Does the gas catch up to them? By personifying the gas it makes it seem human and therefore makes it more dangerous in the reader's eye. The use of the phrase 'deadly tendrils' makes us think that the gas is creeping, slowly but determinately making its way towards its victims. When he says 'scenting me, searching for me' it could be implying it's dark and the gas cannot see him. Which adds to the atmosphere created.</i></p> <p><i>When the writer says 'through a yellow mist I see the trench filling up with it. It drifts into the dugouts, snaking into every nook and cranny' he is using imagery to show us the situation the protagonist is in. It tells us that there looks to be no escape as it is surrounding all the surrounding space, almost "swallowing" it with gas. The words 'yellow gas' show us they can see the deadly "monster" that they are desperately trying to escape.</i></p>
<p>FOOD & CATERING Mrs Oakes</p>	<p>Some excellent engagement and work from Year 10 Gavin Lockwood, Zinzile Dube, Megan France, Rio Newbury, Nathan Foy, Kieran Whalley, Lorenzo Petrasuc.</p> <p>Excellent coursework and engagement from Year 11 Megan Adie, Aaron Church, Kacie Clayton, Madison Dale, Reece Lawrence, Reid Whitelaw, Shaqeerah Wood, Ayden Cheshire, Bailey Edwards-Jones, Ciaran Norris.</p>
<p>COMPUTER SCIENCE AND IT Mrs Bird</p>	<p>Year 7 have worked incredibly hard on their assessments, despite having to complete them at home. Some amazing scores in particular from Tilly M, Emily B, Molly M, Callum S and Kobe G.</p> <p>Meanwhile Year 8 has been wowing me with their problem solving skills. I was particularly impressed with their abstraction and decomposition skills used to solve problems. We had some fantastic scores on the The Knights Challenge, I just have to mention Archie O who smashed along with amazing attempts from Luke A, Charlie C, Davinder S and Luke R.</p> <p>Year 9 are working hard to earn their iDEA qualification whilst learning the theory they need, I have been hugely impressed with the amount of dedication shown by Amelia R who is flying through the skills required to be successful.</p> <p>Year 10 have been really challenged to complete their Interfaces for a Football Stadium. I genuinely have to congratulate the group as most have turned up for every lesson with enthusiasm and dedication, excellent standards of work have been submitted and feedback used effectively, i really couldn't ask for more from these amazing students.</p>

Year 11 has had to adapt quickly and change direction in what we were doing due to the changes in place. I have been really impressed with the attitudes of so many and how quickly they have adjusted once again. I am receiving wonderful coursework with pupils exceeding my expectations - in particular this week **Erin B** has impressed me with her work ethic and attainment.

DANCE
Miss Hibbert

Our year 7 and 8's have been looking at creating their very own knowledge organisers. Well done to **Sofia Owens** in **year 7** for her beautiful work and **Eleanor Carr** in **year 8** for her effort, both students have gone above and beyond in this task.



Well done to **Madison Adie** in **year 9** for your fantastic research and presentation on the 'Arts Industry'.

A shout out to the following **year 10** superstars for their amazing contributions during their live lessons and dedication to completing coursework at home: **Jessica Sellers, Claudia Cross, Chloe Jackson, Emma Earnshaw, Rebecca Dearden, Jess Barstow, Olivia Gordon-Waring, Grace Leardodd** and **Zorah Dodoo** Keep up the fantastic work and dedication.

Year 11s have been looking at using the stimulus 'Vantage point' and 'Safer community' as a starting point for choreography and analysing professional dance works. Well done to **Keeley Horan, Amy Whitehouse, Bayley Beard** and **Georgia Goodwin** for excellent analysis used in your work and the detailed responses that you provided.

These students were really thinking out the box and were very creative in their response. Also for excellent effort and demonstrating resilience is **Kacie Clayton** who never gives up and always tries her hardest.

GEOGRAPHY
Mr Parker

For geography: Enthusiasm and producing work to a high standard:
Year 7 - **Aimee Hedley** and **Lexi Oldham**
Year 8 - **Jake Parker** and **Harrison Edwards**
Year 9 - **Magdalena Cwiertnia** and **Daniel Byrom**

D&T
Ms Smith

Design and Technology - year 10. **Leo Hulme** and **Kade Downie** are working really hard and have submitted some great design development work.

ENGLISH
Mrs Warren

11Y1 have been producing some fantastic analysis work, looking at a variety of non fiction texts. They have been mature and responsible digital citizens when sharing work and commenting on each others' answers in order to make improvements. So many of them are committed to pushing towards the highest GCSE Grade they can achieve.

Keeley Horan's paragraph, shown here, is just one example of a detailed analysis of an Emmeline Pankhurst speech produced by members of the class.

The writer uses particular worlds such as "necessary" to describe how the women feel the need to explain themselves and give reason for their actions towards change, which we know shouldn't be the case. In the second section of this text we see the two different paths one can take in order to achieve change. We are shown on one hand how some may choose to sit back and be walked over and accept that this is the way of life, whilst others will fight for what should rightfully be theirs and not just take a back seat in their own lives. The use of the word "hungry" represents their true desperation

	<p><i>for change; hunger is a word used to express the crave of food for example, but this is used here to show the crave for basic human rights that is within the women of that period. Towards the end of the second paragraph it is implied that if a woman is wanting to be heard or at least seen, they will have to go above and beyond what any man could possibly be asked for. The metaphor "snow you under" supports this idea, because this gives the idea that unless you do achieve above and beyond you will face being brushed under the carpet and just categorised as 'just another woman'.</i></p>
<p>GEOG-RAPHY Mr Nicholls</p>	<p>All of my Geography classes have been amazing in these first few weeks and I have missed loads of hard working pupil out. This was such a difficult choice and that in itself is fantastic! But some great work has come from: Y7 - Emma Mason, Kemi Winch, Jack Small and Jack Baguley Y8 - Ayla Aksu, Jess Rydon, Sam Bruckshaw and Alfie Molloy Y9 - Lacey Thornton, Lily Feetham, Joe Porteus and Bailey Sheldon Y10 - James Cooper, Max Nagler, Claudia Cross and Keira Maleque Y11 - Katie Hill, David Jipa, Bailey Edwards Jones and Brooke Mannion</p> <p>If you feel left out I will make sure you are mentioned at another time and keep up your hard work!</p>
<p>MUSIC Mr Barnett</p>	<p>We've had some fantastic responses to our work on Rap music this week with some great verses from students such as Olivia Barton, Ryan McFadden, Cameron Dalzell, Evie Moran, Stephen Hadfield, Jack Ryder amongst others.</p> <p>We've also had some great response from year 7's who have been describing the use of music in The Sorcerer's Apprentice. For example this description from Will Brooker: <i>The music helps the story as it makes it more dramatic. For example at the start of the scene Mickey is tired from cleaning and the music used is slow violins to show this. When Mickey is bringing the brush to life the music becomes louder and very dramatic with use of trumpets and violins to show power. When Mickey and the brush start walking they walk in time to the music and have a rhythm with each other. At one point when the scene becomes out of control the music becomes a bit manic and there is dramatic banging of drums when the sorcerer saves the situation.</i></p>