



Sharples

SCHOOL

Newsletter

ISSUE 331
17th July
2020

A Message from the Headteacher

We are now at the end of a very eventful academic year. Who could have predicted, when we started last September, that our school would be forced to close due to the impact of Covid-19?

Since March, you have had to learn in different ways and you have had to work hard to maintain our strong school community, from a distance. I have been incredibly impressed by the creativity and resilience that you have shown since lockdown began.

This special, end of year newsletter, showcases some of the highlights from the last few months. However, so much more has happened as Sharples has continued to 'Learn, Dream and Achieve' in the most challenging of circumstances. I am very proud of you all!

I hope you all have a happy and safe holiday. I look forward to welcoming you all back to school in September for another year of Sharples success.

Ms Webster

Cooking at Home

At the beginning of lockdown, we experienced certain ingredients being hard to come by. Many people changed their habits and used local businesses to source their food and the traditional milkman was suddenly back in demand.

Not wishing to add to the stress of these strange times, we made practical cooking tasks optional. Remarkably our students shared many photographs of their practical accomplishments with their food teachers.

To reward the students who showed great engagement with 'cooking at home' during lockdown, we

commissioned special wooden spoons (pictured right) to mark their achievement.





Sharples

SCHOOL

Newsletter

Duke of Edinburgh – Year 10 students train for their expedition



Despite the lockdown, 44 year 10 students have been able to continue working on their Duke of Edinburgh's Bronze Award programme at home, completing their Volunteering, Physical and Skill activities. DofE has been flexible in allowing students to adapt their activities where necessary, to meet the requirements of lockdown.

To complete their awards, the students need to undertake their two day walking expedition with overnight camp. Plans to do this during the summer term have been disrupted, but students and staff are determined to complete their expedition in September, so long as it can be done safely within the rules at the time. To prepare, most of our students have been in school for their expedition training day, working within their socially distanced bubbles (and where necessary with PPE protection) to train in cooking outdoors with camp stoves, putting up tents and in the clothing and equipment required for the expedition. Several students were shielding at home, but will complete the key parts of the training via a Google Meet video lesson. The students also have a training walk coming up to add to the one they did last November, to develop their outdoor skills in teamwork, route-finding, countryside safety and following the countryside code.

With some luck and lots of determination, our year 10 students will complete their expedition and have a great time doing it.



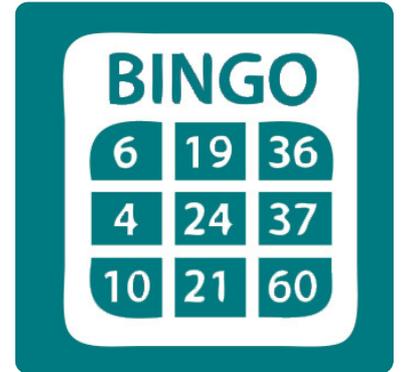
Sharples

SCHOOL

Newsletter

Summer Reading Bingo

We are delighted to launch our 2020 Summer Reading Bingo Challenge for all current Year 7 and Year 8 students. Research shows that reading for pleasure has a significant impact on attainment across the curriculum and reading during the summer will help to prevent what is known as the 'summer slide' which is where pupils lose academic skills, knowledge and see a decline in reading ability over the summer months when school is not in session. Reading is also brilliant for boosting confidence, for developing empathy and for escaping into fictional worlds.



The Summer Reading Bingo challenge is one of many initiatives we offer to students. The goal is to read as many books as possible that fit into different categories. Students need to write a brief review of each book they read (on lined paper or typed); the booklet has been shared with them via SMHW and their school email. They will then give their book reviews to their new English teacher in September and will receive points for each book they have read. These students will participate in a 'lucky dip' prize event where three pupils from each year group will win a prize.

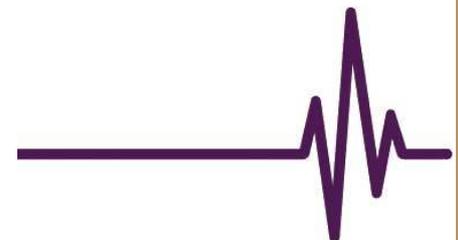
Audiobooks also count for the challenge and it would be wonderful to listen to a book as a family. Please note that one of the categories is 'a book that your parent/carer read as a child', so you might reread a book from your childhood with your child!

Thank you in advance for your support of our Summer Reading Bingo challenge.

Year 10 Aspiring Medics

During the final half-term of the academic year, five of our Year 10 pupils attended a virtual Medicine in Action online event organised by the Science department.

As part of the event, pupils were given the opportunity to participate in live broadcasts from some of the country's top medical researchers and were able to ask questions to medical students. All of the pupils involved were inspired by the experience and it has made their dreams for a career in medicine even stronger.





Sharples

SCHOOL

Newsletter

Lockdown Blog: Year 9

In 'Student Voice' this week, it's the turn of Year 9. We asked students to consider two things before the year ends: what do they miss about Sharples and what are their feelings about the return to school in September.

What do I miss about Sharples?

I miss extra-curricular activities like vocal lessons and sports, especially the rounders and netball team. P.E lessons were always really fun and I miss the members of staff that made it fun like Mrs Paradine and Mrs Power. I miss socialising with other students during lunch and break and even chatting to teachers who were usually so nice and open. It's little things like that.

How do I feel about the September return?

I'm excited because I miss socialising with others and being in a classroom setting as I feel like I learn better in that environment. However, I'm not really prepared to go back to the old routine of waking up early and having to dress up and sit in a classroom for hours on end! I feel that it's going to be very difficult for many people to readjust to routines that many of us have moved away from. I was slightly concerned about being near to so many students and the risk of there being a second wave; I feel safer now knowing that the school has put in an effort to avoid such problems arising. I'm excited to go back to school but I recognise that it's going to be difficult to fall back into old habits.

Shaina Gatharia

What do I miss about Sharples?

I miss everything about Sharples School. The assemblies, friends, teachers, playgrounds, the food- I loved the doughnuts on Thursday – are all things you don't realise mean so much! I also miss Sharples because I can't study the way I used to in school. Online lessons are good but they aren't the same and my GCSE's are in less than two years.

How do I feel about the September return?

I am feeling joyous for the return of school, although it won't be the same as before. People will be cautious of coughs and sneezes, the lessons may be a little awkward and will take



Sharples

SCHOOL

Newsletter

some to readjust to. I really want to go school during the six-week holidays but at least Sharples is starting in September!

Hamza Fozdar

What do I miss about Sharples?

One of the many things I miss about Sharples is the community that makes up the school. I remember going to school every day and feeling such a positive energy from everyone in school. Staying at home made me realize how much I take the community for granted. I can't wait for September to feel that refreshing feeling of going to school and meeting all the staff and students again.

How do I feel about the September return?

I am very excited but also there's naturally a side of me that is worried for my safety and the safety of others. I can't wait to meet all my friends and all the supporting teachers of Sharples. On the other hand, I am worried because of the whole Covid-19 situation. I do have confidence in Sharples to protect me and all the vulnerable students and staff.

Mrwa Mohamed Kheir

What do I miss about Sharples?

I miss many things about Sharples especially being able to learn with other students and have fun whilst being there. I also miss the feeling of learning new things with other students and being able to talk with people during breaks. I will not forget the amount of fun I had there until Covid – 19 started. I miss that.

How do I feel about the September return?

I actually feel quite nervous for our return as we have been inside for quite a long period of time and haven't been outside for quite a while. It will take time for me and other people to get used to the changes; I really hope that things will return back to normal as soon as possible. Also, it is really important that we go back to school due to our education. The live lessons really helped us throughout the time we have been off but I want to be in class again.

Liyana Abdo



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SCHOOL

Newsletter

MFL Department Lockdown Best Bits

If you'd have told us in September that by the end of the year we would be teaching live online lessons, getting student work retweeted by celebrity chefs, creating a variety of Spanish and French cuisine, making models of monuments in a range of media and creating online escape rooms, we wouldn't have believed you! What we would have believed however, is that Sharples students would rise to the challenges presented to them and produce some tremendous work.

The last term has been a busy one in the MFL department. Students have kept up with their learning and staff have been learning and developing their skills in using technology. Through using Google Classroom and live lessons, we have continued to develop and practise listening, reading, writing and even speaking skills. We have also used the time in lockdown to be creative and discover more about the culture of French and Spanish speaking countries. Pupils in Year 7 and Year 8 have produced some delicious looking dishes, including paella, croissants and mousse au chocolat (pictured above). Daniel Fernandes in Year 8 used a recipe by the famous French chef Raymond Blanc and his resulting mousse au chocolat was retweeted by Monsieur Blanc himself! Students have also been researching towns in French and Spanish speaking countries and have created replicas of famous monuments using Lego, cardboard, Minecraft and even cake! There are lots of examples pictured below.



We have been sharing lots of student achievements on Twitter, including our weekly MFL stars, which have sometimes been difficult to pick, as there were too many potential winners. Every week we have had a mini competition on Twitter with a French and Spanish joke which has proved popular. Students have been using every opportunity to practice their languages, by using apps to learn new vocabulary, listening to French and Spanish radio and even



Sharples

SCHOOL

Newsletter

changing the language setting on their phones. We have been incredibly impressed with how well students have engaged with distance learning, how well they have participated in live lessons and how hard our students have worked in these challenging circumstances.



CASTILLO DE LA ATALYA

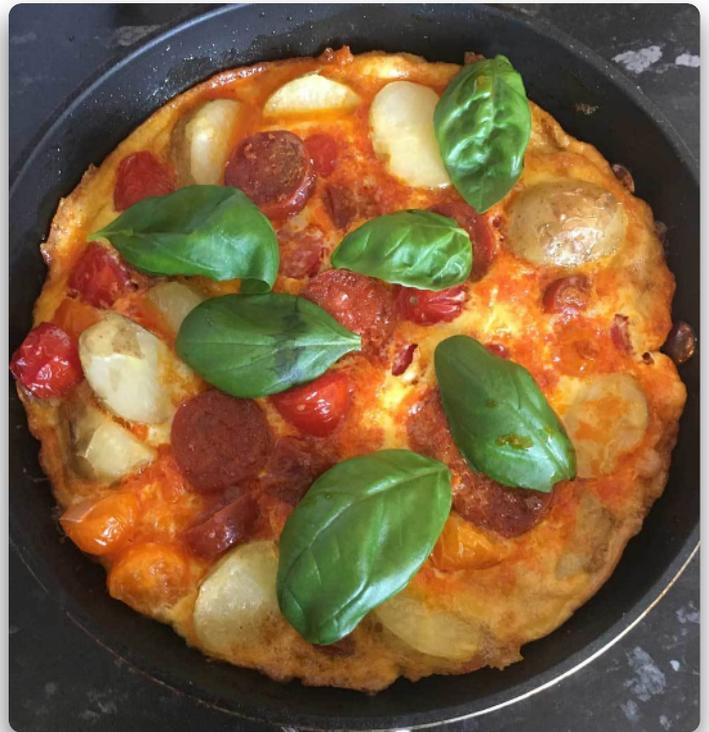


My cake of Castillo De La Atalya



Atalya Castle, locally known as Castillo de Villena, lies on a hill in the town of Villena, in Spain.

Atalya Castle was first mentioned in 1172 in Arab sources. It is suspected to have been built by Muslims.



MOI!

Bonjour! Je m'appelle Khadijah. J'ai onze ans. J'habite à Bolton. Mon anniversaire est le six mai. J'ai un frère et une sœur. Non je n'ai pas d'animal. Je n'aime pas marron parce que ce n'est pas bien mais j'aime bleu parce que c'est branchée. J'adore les chats parce que c'est gentille. Je déteste les chiens.

J'ai les yeux marron. J'ai les cheveux mi-longs et frisés. Je suis de taille moyenne. Je suis gentille, généreuse et polie.

J'ai une table et une chaise. J'ai un stylo, un crayon, un cahier, un livre et un bâton de colle.

J'habite avec mon père, ma mère, mon frère et ma sœur.

Ma mère s'appelle Shirin et elle est branchée et belle. Elle aime faire les magasins et retrouver ses amis. Mon père s'appelle Jabir et il est marrant et grand. Il aime faire du sport parce que c'est marrant. Ma sœur s'appelle Aaminah et elle est agaçante et petite. Elle aime retrouver ses amis. Mon frère s'appelle Ibrahim et il est paresseux et impatient. Il aime jouer au foot et jouer sur il PlayStation.

Je joue au rugby, au foot, au cricket et au basket de temps en temps. Je fais du vélo, de la gymnastique, de la natation et de l'équitation. Je fais de promenades. Je suis assez sportive. Mon sportif préféré s'appelle Mo Salah. J'aime faire du sport d'habitude au foot. J'aime traîner avec mes copains et faire les magasins un peu.





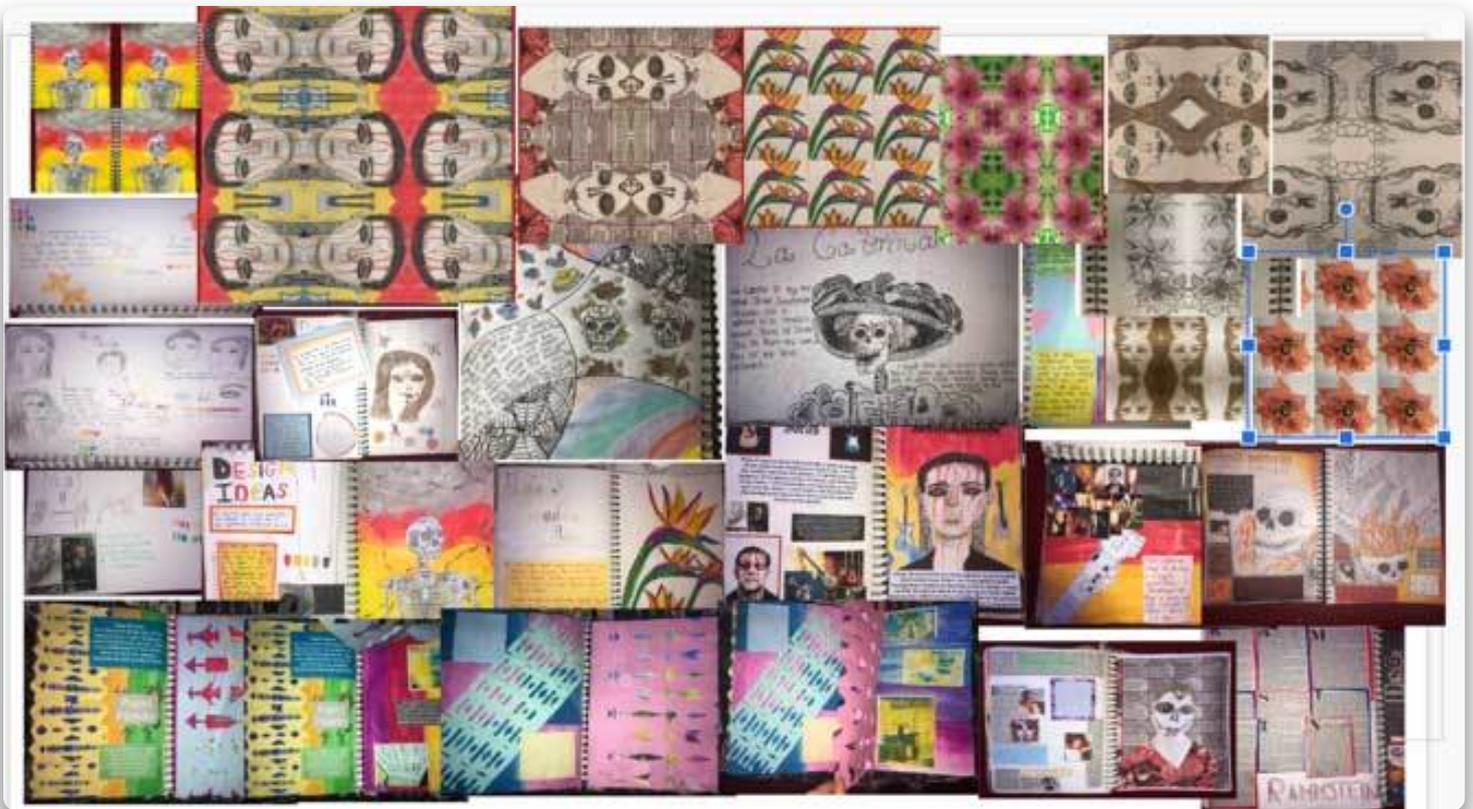
Sharples

SCHOOL

Newsletter

Art Department Best Bits

As the end of the term approaches the Art Department would like to say a huge well done to students and their families for their hard work and support during lockdown. It has been incredible to see art skills and confidence in the subject grow whilst embarking on a home studying journey. I think one of the best bits of lock down that I would like to celebrate is seeing student independence, creativity and self-management skill flourish. Below is an example of some amazing lock down work made by one of our Year 10 students.



Holly (Year 10)

We have had fun putting the Hope exhibition together. We were so amazed with the number of students and staff who got involved and supported the exhibition. The worked looked great. We are very proud of the display in Asda and Bolton Hospice.

Gemma Betton

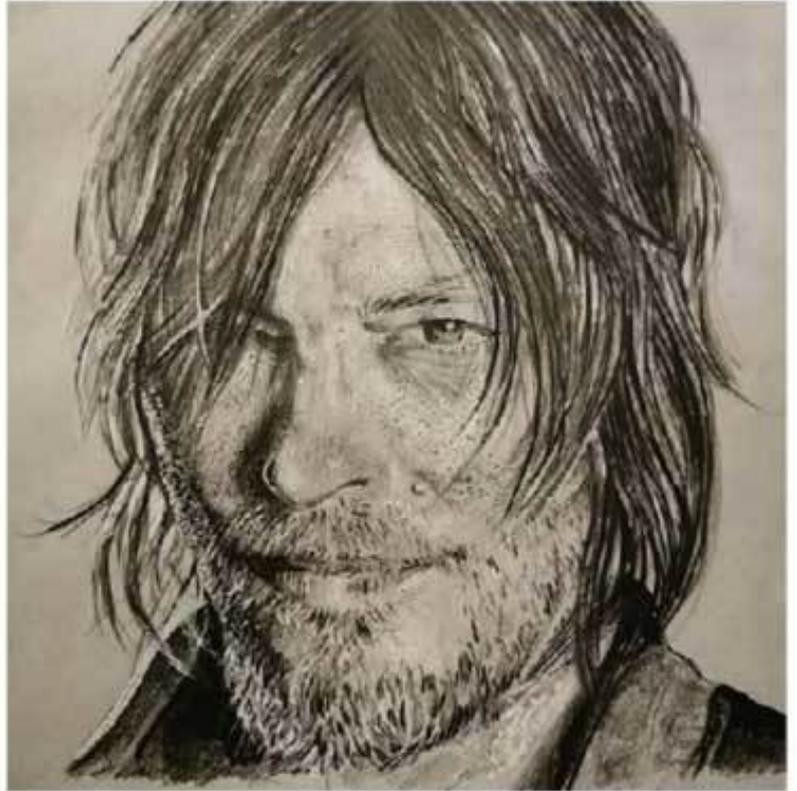
I think my personal favourite time in lockdown has been going back into school and seeing and teaching my Year 10 class. Year 10s all seemed to enjoy the lesson and were happy to be back in school. We so looking forward to seeing you all again soon. Keep safe and have a well



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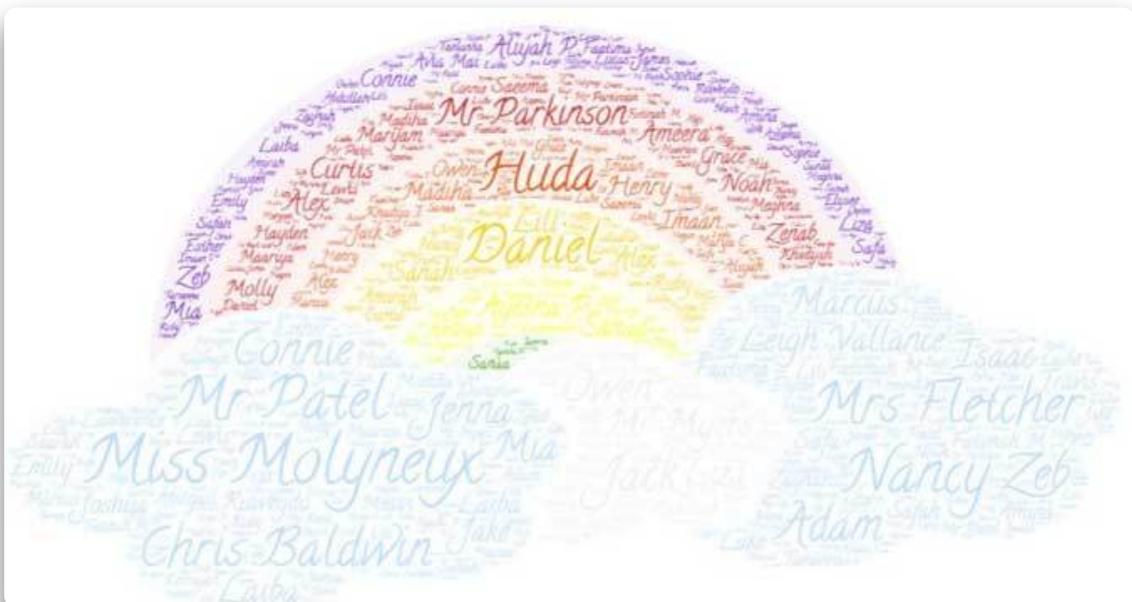
SCHOOL

Newsletter



deserved summer break.

We have enjoyed participating in zoom calls with the artist Kate Brinkworth and businesswoman Gemma Betton. They gave Year 9, 10 and 11 tips about how to develop their work and how to make money selling art in the art industry.



Sharples School, Hill Cot House, Hill Cot Rd. Bolton, BL1 8SN

Tel: 01204 333253

Fax: 01204 333250

www.SharpleSchool.co.uk



Sharples

SCHOOL

Newsletter

Florence Nightingale Maths Competition

Florence Nightingale was born in Florence, Italy on the 12th of May 1820. From a very young age she studied mathematics as her parents strongly endorsed women's education, by the age of 9 Florence had already developed skills in collecting, organising and presenting data. Her devotion to maths and the study of statistics drove her throughout her nursing career and medical reform.

To understand God's thoughts one must study statistics... the measure of his purpose.

— Florence Nightingale

Not just the lady with the lamp.

Florence Nightingale – Statistician

Florence Nightingale was one of a small group of mathematicians who used the power of graphics to describe statistical findings and applied statistics to save lives. In 1858 she was elected the first female member of The Statistical Society which in the 1850's was revolutionary. Her influence on improvements in hygiene helped to slow the spread of disease in hospitals.

Florence Nightingale

1820	Florence Nightingale was born in Florence, Italy
1827	The Nightingale family returned to England
1831	She became the first woman to study mathematics at a university in England
1834	She became the first woman to study statistics at a university in England
1839	She became the first woman to study medicine at a university in England
1840	She became the first woman to study law at a university in England
1841	She became the first woman to study science at a university in England
1842	She became the first woman to study history at a university in England
1843	She became the first woman to study geography at a university in England
1844	She became the first woman to study art at a university in England
1845	She became the first woman to study music at a university in England
1846	She became the first woman to study physical education at a university in England
1847	She became the first woman to study agriculture at a university in England
1848	She became the first woman to study engineering at a university in England
1849	She became the first woman to study architecture at a university in England
1850	She became the first woman to study medicine at a university in England
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1859	She became the first woman to study engineering at a university in England
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1865	She became the first woman to study geography at a university in England
1866	She became the first woman to study art at a university in England
1867	She became the first woman to study music at a university in England
1868	She became the first woman to study physical education at a university in England
1869	She became the first woman to study agriculture at a university in England
1870	She became the first woman to study engineering at a university in England
1871	She became the first woman to study architecture at a university in England

Florence believed it was her Religious duty.

In 1854 Florence and 38 other members of a nursing team were sent to Crimea to help the sick and wounded. The scene that greeted them was one of horror, they saw emaciated, weak and dying soldiers living in inhumane conditions. Diseases such as cholera and typhus were common and the wounded had no access to beds or blankets and food was scarce. There were inadequate medical records and no systematic reporting of deaths many people were buried without record of their death.

She was a passionate Statistician.

Florence collected data in Crimea by counting soldiers killed, injured or diseased. On her return from Crimea in 1856 she set about publishing her statistical findings as well as her medical reform proposals, she wanted to convince the British army and Government that widespread reform was needed, her data was presented in an innovative diagram known as the Polar-area diagram it was a beautiful clever image that was easy to understand.

Nightingale hospitals named after her opened to help deal with the corona virus pandemic in 2020.

In her diagram, each wedge represented a month and the area of the wedge showed the number of soldiers who had died that month. The blue area showed deaths from preventable diseases, red section showed deaths from battlefield wounds and the black section other causes. It was made obvious by the diagram that more soldiers had died from preventable diseases than war injuries, the report was devastating and very hard to ignore.

In recognition of the 200th anniversary of the birth of Florence Nightingale pupils were set the challenge to research into one of her lesser known roles as a statistician. Although pupils identified with Florence Nightingale as a national heroine, renowned for her work as a nurse during the Crimean War, they were surprised when they delved a little deeper that the 'lady with the lamp' was also an influential statistician and the founder of coxcomb chart, which is similar to a pie chart.

Nightingale's work has even prompted one of our pupils to look at becoming a statistician when she leaves school, although we could argue that many of our pupils are already showing signs of being strong statisticians.

Lots of detailed and informative entries were received but there were three entries that stood out. Raesa Mank took first prize with Noah Dawson and Jayden Cross (entry pictured above) as runners up. Well done and thank you to all who took part in this competition.



Sharples

SCHOOL

Newsletter

Performing Arts Best Bits

The Performing Arts Department is usually very busy at this time of year with preparations and rehearsals for the annual school production and on what should have been our second evening of our school production, we held a Virtual Performing Arts Festival of Hope, which showcased the versatility and talent of performers from all year groups. We received so many videos and images for the festival, from choreography to poetry, singers and musicians, but a special thank you for their contribution to the zoom showcase goes to; Year 7 – Tamanna, Amirah and Lili, Year 8 – Ozair, Zayn, Jack, Imaan, Curtis, Year 9 – Esther, Year 10 – Aston, Paige, Olivia, Year 11 – Rowan, Jay-Jay and Sam. There were original songs and monologues written and performed by students. Other poetry performances included Hope is the thing with feathers by Emily Dickinson and Still I rise by Maya Angelou. We also had clarinet performances of La vie en Rose and We'll never walk alone. Well done everybody!



Pictured above, Zayn performs an extract from Blood Brothers

There have been so many highlights in Performing Arts during lockdown. The number of students who have engaged with distance learning and the quality of the work submitted has



Sharples

SCHOOL

Newsletter

been fantastic. Lessons were adapted to become more of a theatre studies based curriculum, further developing student's knowledge and understanding, with detailed explorations of the history of theatre. Practical lessons included the 'Five Dance Challenge' as well as involvement in the Festival of Hope and students proved just how adept they are at creative writing, videoing and editing, singing, music and choreography.

We now look forward to our Artsmark Platinum journey where we will continue to develop and celebrate our commitment to arts and cultural education.

'Hope to Me' by Aston Hibbert

Hope to Me by Aston Hibbert, Year 10

Hope to me is walking down the street without being harassed because of the colour of my skin.

Hope to me is not having to see that one old lady clutch her bag that little bit tighter because she spotted a black guy.

Hope to me is not having my hair dragged and pulled because it's as fluffy as a sheep.

Hope to me is not having to face every racist joke with a hollow smile and hear the words "it's just a joke" or "I'm not racist I have black friends".

Hope to me is not having to live in constant torment because my skin is of a darker complexion.

Hope to me is not being laughed at because I Am Proud of my Caribbean heritage.

Hope to me is being able to stop fighting battles so that others like me can learn to embrace their melanated skin.

Hope to me is to stop hoping that today is not another day to be dehumanised over and over again over something I was blessed with.

Hope to me is the world realising that who I am goes a lot deeper than just my skin tone.

Hope to me is being accepted as a human being.

Hope to me is the world finally seeing black people as people.



Sharples

SCHOOL

Newsletter

Charity Challenge



For the month of June, the school raised £222 for Bolton Hospice by taking part in a virtual obstacle course challenge. Students and staff sent in photos or video clips of themselves creating and completing a 5 task, fun or fitness obstacle course (see images above). This was shared on our school Twitter page with a request for donations. It was an exciting way to raise money for such a worthy cause.

Thank you to all who contributed and donated.

Sharples Stars

At the start of lockdown, we launched our distance learning reward system called Sharples Stars. Staff could award points to students for their **A**cademic effort and achievements; their **C**ommunity involvement; and for **E**xcellence, going above and beyond. The top 20 students from each year group have now received their new and exclusive A.C.E. badge and the top scorer in each year group has won £50 worth of high street vouchers. *Continued on next page...*



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SCHOOL

Newsletter

A huge well done and congratulations to our top scorers:

Year 7 – Khadijah Patel

Year 8 – Raeesa Mank

Year 9 – Esther Fullarton

Year 10 – Holly Hargreaves



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Newsletter

Virtual Community Challenges



In addition to distance learning, students and staff have had the opportunity to take part in community challenges. These challenges aimed to inspire kindness, togetherness, and a sense of community spirit despite not being able to meet face to face. The challenges were linked to the Sharples Stars reward system and students who participated earned extra star points.

In total there have been 10 challenges (see pictures); from thanking and helping others to fun things to share, somehow a lot of them seemed to involve cake!

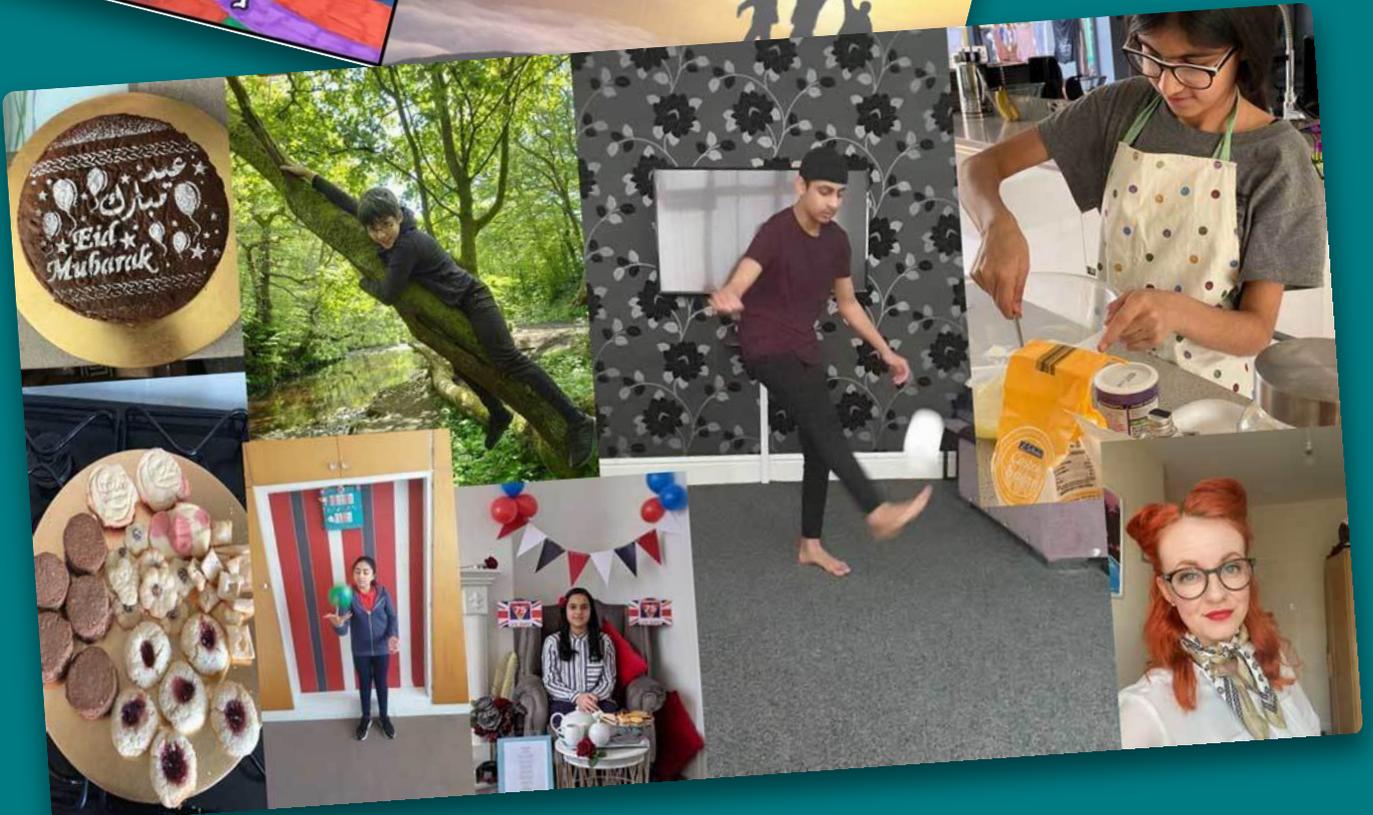
1. Thank you to NHS Key workers
2. Toilet Roll Challenge
3. Helping at Home
4. VE Day Commemorations
5. Neighbourly Acts of Kindness
6. Read to Succeed
7. Half Term Holiday Fun
8. Obstacle Course Charity Challenge
9. Arts Festival of Hope
10. School Uniform Challenge (*more pictures on next page*)



Sharples

SCHOOL

Newsletter





Sharples

SCHOOL

Newsletter



Career of the Week: Secondary School Teacher

Average Salary: £ 24,373 (Starter) to £41,419 (Experienced)

Typical hours (per week): 37 to 45 term time

You could work: evenings attending events or appointments



Information sourced from: <https://nationalcareers.service.gov.uk/job-profiles/secondary-school-teacher>

Qualifications:

- 4 or 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths.
- 2 to 3 A levels, or equivalent, for a degree.
- A degree in any subject for a postgraduate course (PGCE).
- For a postgraduate teaching apprenticeship, you will need; GCSEs at grades 9 to 4 (A* to C) in English and maths and a degree for the subject you would like to teach.

Skills required:

- Knowledge of teaching and the ability to design courses.
- Patience and the ability to remain calm in stressful situations.
- The ability to create the best conditions for learning or teaching new things.
- Leadership skills.

Relevant Subjects:

- Health and Social Care, English, Maths.



Careers & Enterprise
at Sharples School



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SCHOOL

Newsletter

Virtual Sports Day 2020



There was a unique twist to sports day this year as we traditionally know it. However, we didn't want our students missing out on the opportunity to show off their sporting and athletic ability, so we provided them with our very own Sharples Virtual Sports Day! This gave students the chance to participate in a variety of unique challenges from the comfort of their homes using basic household equipment. Events ranged from a flip flop standing broad jump challenge, book balance squats, sock keepy ups and the egg and spoon race to name but a few! *Continued on next page...*

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SCHOOL

Newsletter

Pupils performed their events and sent in pictures and video footage in which their scores were recorded and medals and certificates were sent home to winners. The event was a great success with lots of students engaging in fun and competitive challenges which was a really positive end to the academic year. We are already looking forward to next year's sports day in what will hopefully be a little more traditional!



Book balance
6x Squats





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SCHOOL

Newsletter

Belmont Homeschool Sports Day



Our Virtual Sports Day inspired some of the local children and parents in the community to run their very own homeschool sports day! Members of the village in Belmont took part in several events they had seen from our twitter page and even came up with some additional challenges such as 'welly wanging' (see above) and hula hooping (see next page).

Despite the torrential conditions it was wonderful to see such enthusiasm and engagement from children aged 4 and upwards! The local community really came together and showed great spirit in making the day successful and enjoyable. *Continued on next page...*



Sharples

SCHOOL

Newsletter

We look forward to welcoming some of our younger local residents to Sharples in the not too distant future!

