



Woodlane High School

achieving success in a nurturing environment

Weekly lockdown challenges

What a term it has been! The start of 2021 has brought us all many challenges but I think the funniest so far have been Miss Corless' weekly Woodlane challenges. Each week over lockdown, Miss Corless asked both pupils and staff to compete in some very creative challenges.

Some of the challenges included:

- A photography task
- Recreating a favourite piece of art or photograph (my personal favourite)
- Typography task using Woodlane as our word of interest
- Food task which got staff and pupils cooking up a storm
- Our secret talents
- World Book Day

What did the pupils have to say?

Sinan said "I liked working with my Daddy doing our PowerPoint together."

Daniel said "I was Hulk for World Book Day. He fights and smashes things."

Scarlett said "It was so cool. You got to take pictures instead of being bored at home."

Thank-you Miss Corless for making a memorable Woodlane lockdown!

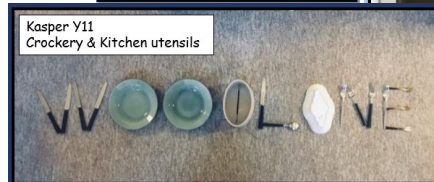
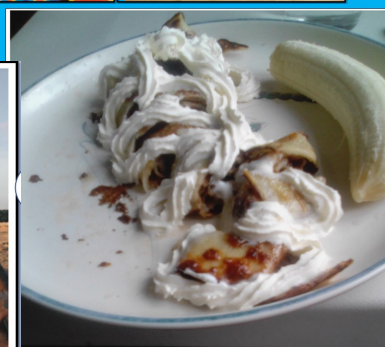


Miss Corless' Sweets painting

James Y9



Jack Y7



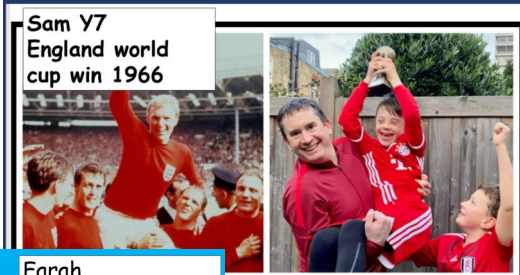
Kasper Y11
Crockery & Kitchen utensils



Sinan Y7
Snowy Woodlane



Qusai Y10



Sam Y7
England world cup win 1966

Farah
Nurture Class

Congratulations to our winning entry!



Eddie Y7
'Lunch a top a Skyscraper'



Pupil Winner

Leanne Y9
'Making angel deight'



Jaylen Y7

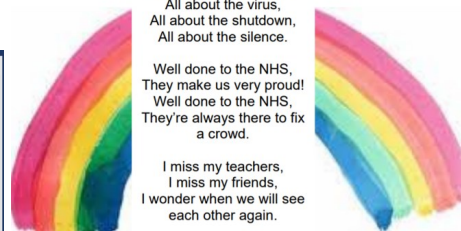
COVID-19

All about the sickness,
All about the virus,
All about the shutdown,
All about the silence.

Well done to the NHS,
They make us very proud!
Well done to the NHS,
They're always there to fix a crowd.

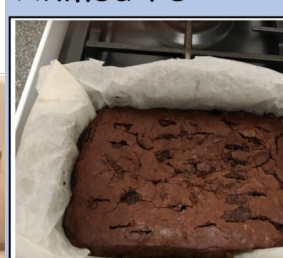
I miss my teachers,
I miss my friends,
I wonder when we will see each other again.

The breeze in the air,
The light of the sun,
When will we all become one?



Brigid

Ahmed Y8



Team building tasks



8EA

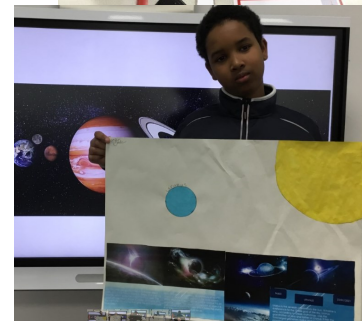
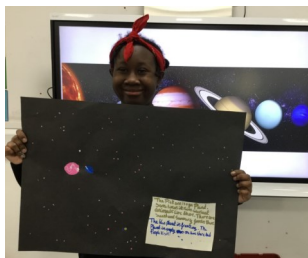
In 8EA pupils have been working together to build the highest tower using objects found in the classroom. From the ground it measures 3.1 metres. We used a table, tubs, files, a tin, newspaper tripod and a balloon.

Nurture

Nurture Class has been very creative making bubble drums for Chinese New Year, learning to bubble write and made rain sticks.

All pupils:

Pupils had an interesting week back at school as our testing was taking place and pupils needed to stay in their form rooms whilst this was being done. We also wanted to ease the pupils back into the school routine and provide them with an opportunity to get reintroduced to the pupils in their form. A variety of different project based tasks were created to help them get back into school. We did rock painting, paper mache egg designs and lots of tutor time to help the pupils feel like they are part of our school community again.



Daffodil growing



We have been growing our daffodils since December and throughout the lockdown and Yasmin kindly watered them with some students who attended the school during the lockdown. The London Flower Society judges will be calling us soon to check the flowers and give students certificates. They are doing beautifully and are getting bigger and brighter every day.

Keyan says, "I enjoyed planting it. I water it regularly."

Jayden M.S says, "I like how it takes its time to grow and you don't have to rush it."

Adam says, "It's beautiful and charming."

Childnet Digital Leaders Programme

Our school has signed up to the Childnet Digital Leaders Programme – A youth leadership training programme empowering young people to educate their peers about online safety. Selected pupils at our school will complete a number of interactive learning modules online so that they can go on to educate other pupils, parents and teachers about staying safe online. The pupils will be supported through the programme by school staff and will have access to Childnet's online platform, where they can share advice with young people from across the UK. Pupils will also have amazing opportunities to share their views with leading internet companies like Facebook and Twitter, and they will have a say in creating a better internet for the future.

We have selected 10 pupils across Year 8 and Year 9 to complete the programme this term; there will be opportunities for other pupils to join during the Summer and Autumn term.

Pupils will benefit from;

Structured online training with engaging interactive content

Badges, points and awards

Support from Childnet's expert team

Competitions and events

A network of Digital Leaders across the UK

Opportunities to engage top tech companies and Government and impact policy

Involvement in future development of the programme itself and Childnet's wider work



The Childnet Digital Leaders Programme will also have a fantastic impact at a school level with resources, training, opportunities and advice to make sure our school is at the cutting edge of online safety best practice!

A fond farewell...



Woodlane High School has a very strong sense of community, we have a strong team of educators and support staff who work hard for the benefit of our pupils, and one of those people, who to me symbolises this community is Mrs. K. You can go to her with any question, always a listening ear and sound advice, ready to wave her imaginary wand to help make work that much easier for you.

I have had the absolute pleasure of working with Mrs. K for nearly ten years and I have to sadly announce that she will be leaving shortly after the Easter holidays. Although, it is sad to have such a talented, creative and inspiring teacher leave Woodlane, I know that the move is what Mrs. K needs, to be closer to the seaside and less of a commute everyday. She will be starting a new job and I am certain that she will have an abundance of strategies and supports to help other pupils the way she has helped the pupils at Woodlane.

Mrs. K, your kindness, logical explanations and understanding of our pupils needs is unlike any other. It has been such a joy working and learning with you all these years. We wish you the greatest of luck on your new adventure and we will hold you fondly in our hearts.



Good luck

Social thinking

Some students like to think and learn about how computers work. Some students are more interested in thinking and learning about video games and how to get really good at them. Others might like to think and learn about whales, sporting events, or how trees grow. We think and learn about all sorts of different things.



There are different types of thinking and learning that your brain has been quietly trying to do since you were born. This is described as something your brain does 'quietly' because the learning happens without you really noticing it! For example, you learned to say words and then speak in sentences. By now you're learning to use language in all types of ways. But you probably never noticed that you're getting better at communicating every month you live.

Learning to talk to others is just one part of communicating. Another part of communicating is with your body. You probably point to something, like a drink, to let your mum know you want some. You might turn away from someone when you're mad.

That's what we call **nonverbal communicating**. It sends a silent message to others!

The type of thinking your brain is doing to figure out yourself and other people is what we call social thinking. When you use your social thinking, you think about what others are trying to do or tell you. You also use social thinking to think about what you can do to let people know what you want or how you feel. And you do this in a way that helps others feel comfortable. It's a lot to think about!

You can start by trying to notice your own social thinking. When you're in your classroom, watch your teacher and think about what you see. This means noticing things like where are their eyes looking? What are their arms and hands doing? What's their facial expression? If you can notice some part or all of these things, you're already using the social thinking part of your brain.

Scenario:

Think about what to do if you want to tell your mum you are hungry.

Your first supposed to think about her by looking with your eyes to see where she is and what she is doing. Once you figured out what she is doing, you figure out if this is a good time to tell her you're hungry.



This boy is not using his social thinking.



This boy is using his social thinking.

- 1) You're first supposed to think about her by looking with your eyes to see where she is and what she's doing.
- 2) Once you figure what she's doing, you figure out if this is a good time to tell her you're hungry.
- 3) What if you're with your mum at home and you see she's talking on the phone and she looks pretty serious? Most kids in this situation would think about what they see. They would make a smart guess to figure out this isn't the time to interrupt their mum to say they're hungry.

A good social thinker would know you should wait until mum's off the phone before asking her to help get a snack.

Year 7 Cooking

Year 7 have been in the kitchen and cooking up a storm! They have been making chirpy chick cakes this week for Easter. Pupils have been learning about the importance of different ingredients, how to use the oven safely and how to keep the kitchen clean.

Pupils have really enjoyed being in the kitchen and learning new skills. They were so proud of their cakes and they should be!



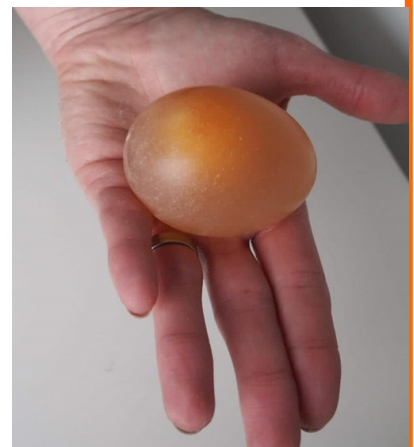
Simple Science: Can an egg bounce?

WHAT YOU WILL NEED:

- 1 raw egg
- White vinegar
- A bowl
- Golden syrup
- Food dye
- Kitchen roll
- Scales

WHAT YOU NEED TO DO

1. Place the egg in a bowl and pour the vinegar in until the egg is fully covered. We put a plate on top of the bowl to ensure it stayed submerged in the vinegar.
2. 72 hours later, carefully empty the vinegar and gently rinse the egg with tap water so that all the shell is removed.
3. If there are patches of shell, do not scratch them off as it may puncture the egg. Try gently rubbing and rinsing it off. If it won't come off, place back in the bowl with fresh vinegar and leave for another 24 hours.
4. Dry your egg carefully on a piece of kitchen roll – then you're ready to start experimenting!
5. Drop the egg from a height of around 20cm onto a flat surface and hopefully it will bounce. After dropping it, weigh the egg and write down its weight.
6. Place the egg in a bowl and completely cover it with golden syrup. Leave this for six hours. When you take it out, the skin is wrinkly and the egg soft. Dry and weigh the egg – hopefully it will be lighter than before!
7. Place the lighter, wrinkled egg into a bowl of water with a few drops of food dye. After around 6 hours, take the egg out and you should notice the egg is firm again and bouncy. After drying it, weigh it again – it should be heavier again! If you look closely, you should be able to see that the egg is now the colour of the food dye. The egg should bounce better than it originally did, but don't drop it from too great height as it will burst everywhere!



Why does it bounce?

The vinegar is a weak acid. It reacts with the shell, removing it without affecting the egg inside. This is because the egg is surrounded by a strong skin called a membrane which acid does not affect. The membrane allows water to pass through but stops other things. This effect is called 'osmosis'. This experiment is an example of osmosis through a semi-permeable membrane (take that!)

So, when you put the egg into the syrup, water passes out of the egg through the membrane and the egg becomes lighter. Alternatively, when you put it into water (with food colouring) the water passes into the egg and it gets heavier.

When you have finished the experiment, why not place the egg into a basin and cut open the membrane! You should find a raw egg with food dye – pretty cool huh?

Did you notice that when the acid of the vinegar reacted with the egg-shell it was an irreversible reaction as you can't grow the shell back! The shell of the eggs is for protection and the membrane surrounding it protects the growing chick from, among other things, drying out.

Watch the video on YouTube at: <https://www.youtube.com/watch?v=2ViGD-Ov5hQ&t=70s>



Pack your bags and get ready for Blacklands Farm

We missed out on camping last year so this year both Year 9 and 10 will be heading out in the wilds of West Sussex to go camping. The date for camping this year is **Wednesday 9th June – Friday 11th June** and we would be thrilled if all our Year 9's and 10's could attend.

The trip is designed to encourage practical independence skills and help students with their transition into Key Stage 4. The trip will involve camping in a tent (rented from the site), helping to prepare food and basic cleaning tasks. During the day, there will be numerous activities including kayaking, team building and confidence games.



www.blacklandfarm.org.uk/home.aspx

Salted caramel popcorn pots

Ingredients:

400ml double cream
200ml milk
140g toffee popcorn, plus a little to serve
2 gelatine leaves
4 tbsp caramel from a can (we used Carnation)
 $\frac{1}{4}$ - $\frac{1}{2}$ tsp flaky sea salt



Directions:

1. Pour the cream and milk into a large pan, add the popcorn and bring to a gentle simmer, pushing the popcorn under the liquid and squashing gently on the bottom of the pan. Bubble for 1 min, then remove from the heat, transfer to a jug and chill for at least 6 hrs, or preferably overnight.
2. Strain the popcorn cream back into a clean pan and gently reheat, discarding the remaining bits of popcorn. Meanwhile, place the gelatine leaves in cold water to soften for 3-5 mins. When the popcorn cream is steaming and the gelatine is soft, remove it from the water and squeeze out any excess drops. Place in the hot popcorn cream and stir until dissolved. Set aside to cool a little.
3. Mix the caramel with the sea salt – start with $\frac{1}{4}$ tsp, taste, then add more if you think it needs it. Divide the salted caramel between 2 glasses or pots. Pour the popcorn cream on top and chill for at least 2 hrs, or overnight.
4. Serve each pot topped with a few pieces of toffee popcorn and dive in!

THE EHCP BUZZ!



Hello parents and carers!

I hope you are enjoying some nice spring weather! I wanted to say thank you very much for your support, patience and communication in completing remote annual reviews this year. This time last year I hadn't even heard of Zoom or Teams and now it feels like an everyday occurrence. It has been great to meet you online, some of you for the first time. We are looking forward to a time when we can have face to face meetings again.

The school follows a set order of reviews following Local Authority guidance. Year 11s and 9s are done first to support these key transition points and then we start 10s and 8s in Spring and 7s follow soon after in the Spring or Summer terms. We aim to send you a meeting invite a month in advance. Please do RSVP and let us know if you need to change the date/time and we will do our best to reschedule. You are also welcome to invite other professionals or family members to the Annual Review.

If you need a copy of your child's most recent EHCP or Annual Review, the Local Authority finalise these but we do have a copy so can also share it with you. Please do read these documents thoroughly and let your Caseworker or us know if changes are needed. I am also very happy to read EHCPs along with you and explain any points or help you draft suggested updates/changes in writing.

If you have any questions please get in touch,

I look forward to hearing from you,

Bromwyn Kuotola (Mrs K).

Maths at home: Real life

Checking Your Change: This one is as old as money itself. It is one of the most important life skills – checking the money provided to you matches what you are owed. Your weekly shop is an excellent place to start.

Before actually checking the change at the end of the shop, you could practise with your child throughout the day with questions such as:

'If our shop comes to £47.58 and I pay with a £50 note, how much change should we receive?'

Navigating Sales

Asking your child to calculate how much you would save by buying an item in the sale will certainly get their brain working. Asking your child to work out the original price is particularly powerful in highlighting how much money you could save. For example, asking your child to work out the original price of an item that now costs £18 after being reduced by 20% is a good place to start.

Car Journeys

Are we there yet? That perennial question. Instead of responding to this question as usual, how about returning the question by asking them to calculate how long is left? Questions regarding distance, speed and time are great, particularly if you can link them to your current journey.

For example, using the following information:

10 miles left on your journey

Average travelling speed of 30mph

You could ask your child how long it is going to take for you to get to your destination.

Answer = $10 \div 30 = 0.33$ hours (20 minutes)

You could extend this question by asking:

If we were travelling at 70mph, how much faster would we get there?



Mass testing at Woodlane

What a term so far! We have had lots to do in order to prepare both pupils and staff for the return to school. The first week back was something we all talked about both in excitement and some fear, of what it would be like but all pupils managed the situation well. We are extremely proud of how resilient our pupils are and how they have adapted to this change in their education.

The first week back brought us mass testing at Woodlane and with this many staff were asked to go beyond their current roles and become involved in the testing of staff and pupils. It is because of them that we have been able to return to school safely and I have to say a big thank-you to the staff involved in Woodlane's testing.

Pupils were called down to the gym by their form groups to self-administer their own tests. It was a long process but pupils were patient and knew what to expect. Here's what the pupils have to say about the testing:

"I really didn't mind it. I was happy to do it and keep people safe."

Amire (Yr.8)

"It's a little weird, but it's all good because we know everyone is safe because we took the test."

Chenai (Yr.9)

"I was nervous to begin with but now I feel I know what I am doing."

Lewis (Yr.7)



Worried about your
child's mental health?



Parenthood..

The most rewarding job in the world

And also the toughest

Need some advice about your child's behaviour?

Contact YoungMinds
Parents Helpline
0808 802 5544
www.youngminds.org.uk/parents

YOUNGMINDS

Virtual sessions

On Thursday March 25th and Friday March 26th we had some virtual sessions take place with 10SW and 11RF learning about Prop Making and Scenic design and Costume Making from Mountview University and the Royal Central School of speech and drama. Pupils were learning about these careers paths: what skills they need, how much money they would be expected to make, the qualifications needed to join these types of courses and what environment they could be expected to work in.

Pupils enjoyed learning from new teachers and hearing about the options they may have in the future. Pupils particularly liked hearing that the costume making course at Royal Central School is 90% practical and no exams! Some of the careers we heard about were: becoming a Prop Master, scenic art, creating displays, costume making, tailoring, millinery and pottery. The teachers talked about how being in the creative arts is very much a community and how making contacts and meeting people is essential to develop their careers.

Some questions pupils asked:

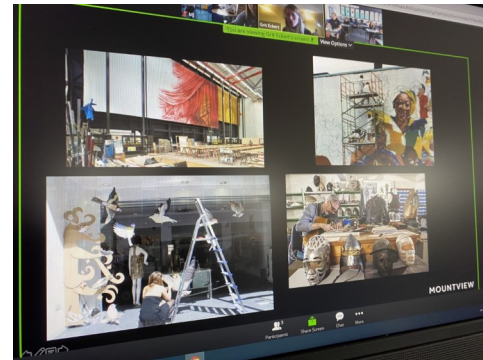
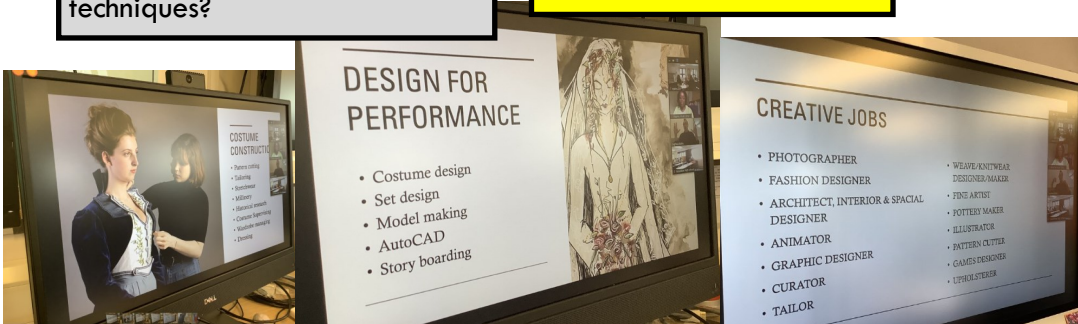
"What are the most common materials for making armour pieces?"

What are some scenic art techniques?

Mikey said,
"It was quite interesting. The woman was full of knowledge about prop design and how to get onto the course."

Anastacia said,

"I liked it. The house and the door, I couldn't believe it as they looked so real."



"It's helpful to put on my CV."
Zach

Work experience

Last week, Year 11 did their virtual work experience. We had different calls with known companies like Morgan Sindall and Upstream. The virtual talk was to show us what they do and if we wanted to become an apprentice, they showed us how we could apply and how much we would earn. We were 'employed' to do work around the school, to help the teachers when we did not have a talk scheduled. The work experience lasted for three days, normally we would have had 2 weeks in a placement but due to the pandemic work experience had to be different this year. It was a great experience for all of us.

Written by: Abdul



"It was good. I liked learning about all the different jobs and enjoyed doing work experience."

Mahir

"I loved it, we got treated like adults with a bit of responsibility. My favourite bit was the Starbucks and going to the shop."

Omar



Message from the Head

Dear Parents/Carers,

At the end of the last term I wrote a message in the newsletter full of optimism for the term ahead. The difficult Christmas period, London moving into tier 5 and the following school closure all presented significant challenges but ones we got through.

During closure, all Woodlane staff worked tirelessly to provide the best education and support possible. We hope the work that staff put in during this time made a difference to you and your child. We opened to a small number of pupils, whilst all other pupils and staff switched to working exclusively online. Some pupils thrived in this 'online' environment, but it is clear that even with improved remote teaching, many pupils find working remotely significantly more challenging. In-person lessons provide so much more for all pupils, so getting pupils back to school was a significant focus.

We know this has not been the term anyone wanted, but it is starting to feel like we are on the home straight, but make no mistake, things are not back to normal yet. This week has told us that much, as we have had our first positive case in months. While the country slowly exits lockdown, and restrictions are lifted, please follow all guidance and information. This will help us all ensure this is the last time we go through such a difficult period. If you need support regarding COVID-19, or the impact of self-isolation on your family, please use the official Government website, contact school or visit the COVID-19 Support section of the school website.

Despite the challenges we have had some moments of great success and celebration this term. This included:

- Pupils have adapted to the strange new world of COVID-19 testing at school with outstanding maturity.
- Our weekly lockdown challenges became a creative outlet for pupils and parents alike, with some wonderful memories being created and shared.
- The return of all pupils on 8th/9th March, despite all the restrictions, was a huge success with attendance and positivity sky high across the school.
- The Year 11 virtual work experience programme created a buzz across the school, with pupils taking part in live activities with employers and taking on 'staff' roles across the building.

The Summer Term will see the days get longer, brighter and warmer. This exciting part of the year will bring a range of opportunities we haven't had since 2019, and with it renewed energy for us all. If circumstances and restrictions allow, we will start getting back to a more normal way of working. We hope to be able to start taking pupils on educational visits again, providing the range of experiences that help them make sense of the world around them. Our Year 11s will need to maintain their high work ethic as they will be completing work that will contribute to their final centre assessed grades in all subjects. They will also leave us on June 25th, which I am sure for many will feel like it has come around too quickly! We will undertake our yearly camping trip, for the first time taking Year 9s and Year 10s together to make up for the missed opportunity last year. We will host our annual sports day, and we hope parents/carers will be invited to visit at set times. We will also continue to focus on COVID catch-up opportunities and will ensure that outstanding teaching and learning remains our normal way of working.

This year we have a longer break at Easter than usual. For some I am sure this will be welcomed, whilst others may feel we have only just returned to school. I hope we can all use this time to refresh and even see friends and family, where this can happen within the rules. I wish you all a great break and look forward to seeing you on our return to school.

Best wishes, Mr Heapy



The Summer Term:

- **Monday 19th April** - INSET (Staff Only)
- **Tuesday 20th April** - All Pupils Return
- **Monday 3rd May** - Bank Holiday (no school)
- **Monday 31st May - Friday 4th June** - Half term
- **Friday 11th June** - INSET (Staff Only)
- **Friday 25th June** - Year 11 Leaver Date
- **Friday 23rd July** - Term Ends (1 pm)