



# Highlights from EPCS

Issue 2, 1 May 2020



Take care, stay safe and look after one another at this challenging time.  
From everyone at Easthampstead Park Community School.

#respect #pride #kindness

# Highlights from EPCS during COVID-19



Issue 2, 1st May 2020

*Despite the unprecedented challenges, uncertainties and turmoil the nation is facing, the EPCS school community remains strong and active, working and learning together - albeit from a distance! Find below some messages from our Heads of Year, and some extracts from work our students have been producing at home which will hopefully make you smile and brighten your day.*

## Message from Mr Hall, Deputy Headteacher

A big thank you to parents and students in Years 7-10 for all of your hard work with accessing distance learning for English, Maths and Science via BeReady. Through the videos on BeReady, we are ensuring that students receive actual teacher instruction in their core subjects. There have been a few hiccups and lessons we have learnt in the first week of using this new platform, so thank you for bearing with us and getting in touch quickly with any problems or feedback.

From next week, for Maths and Science, students will be set tiered lessons on BeReady matched to their ability. Students will be allocated higher or foundation tier content according to their Maths/Science teacher's recommendations, but if you feel the Maths or Science work your child has been set is too easy or too difficult, please contact [info@epschool.org](mailto:info@epschool.org) and we'll be happy to look at this for you.

We have come across a few bugs in one or two of the BeReady lessons, mostly involving references to linked resources which the students aren't able to access. The English, Maths and Science teachers are now watching ahead in the videos and are creating workarounds where required, sharing these with students via ClassCharts/Google Classroom. If your child has any questions or problems with content in a BeReady lesson, please encourage them to contact their English/Maths/Science teacher by email, who will be very happy to help them.

Thank you again for all of your hard work supporting your child with their distance learning at this difficult time.

## Messages from our Heads of Year

### From Ms Preston, Head of Year 7

Year 7 students have continued to rise to the challenge of distance learning, sharing their work, being proactive and asking if they have any questions. I am reminding students on a regular basis that staff are here to support them and that we are just at the end of an email to answer any queries.

Weekly emails are a good way to keep in touch, I have been sharing with students some of my bakes and have challenged them to share theirs with me! I have received some great descriptions of bakes (I think they were eaten before any pictures could be taken!) and a very impressive video of a student making a Victoria sponge, it looked delicious! I have also kept students updated about my dog Daisy. It has been wonderful to hear about how students are keeping themselves entertained and I enjoy receiving emails back. Through these emails I have also received updates on how students are progressing with their work, responses to the quiz questions I've set them and general updates. Keep them coming!

Students are also updating their journals on a regular basis, we are in competition with Year 8 and we are committed to winning that and continuing to be the best year group in the school!

### From Mrs Fear, Head of Year 9

It has been wonderful to hear from lots of Year 9 students during this lock down period. They have shared lots of examples of kindness with examples ranging from looking after siblings, making cups of tea and helping out around the home with daily chores.

Since the last newsletter, students have been reading 'Mrs Fear's diary' and hearing all about my terrible gardening, my squirrel table painting and animal profiles. Since I am running out of animals to introduce, there is now a Year

### From Miss Swift, Head of Year 8

Year 8 have been working hard completing their distance learning. Lots of students have been in touch to make sure that they are completing the right amount of work and have shared lots of work with me.

Mrs Lenk has been particularly impressed with her History group as they have been working really hard and some students actually used their Easter break to catch up on work that they were behind on. This is a great demonstration of our students' positive attitudes to learning.

Within my weekly email updates I have been setting quizzes and Andrew W has been particularly successful, as he has responded to the most quizzes with the correct answers each time! Well done Andrew!

I have provided regular updates on my little dog and some students have shared their pets with me, some students have 3 dogs at home!

I shared a Covid-19 time capsule for students to complete, I have attached the link for those that would like to complete this or share with others.

A reminder that the competition is still on against Year 7 to complete the best journal during our Distance Learning. Come on Year 8, we can do this!

### From Mr Ayliffe, Head of Year 10

Year 10 students have always been exceptional when responding to a challenge and the past few weeks have been no exception. It has been amazing to see some of the herculean efforts being put into distance learning and the way students are supporting one another even when separated. The students who are attending school are also working positively with staff and are adapting well to a rather different school environment.

I hope that while being at home you've been able to keep yourselves occupied

<p>9 pet of the week feature, so I am looking forward to seeing many more of the students' furry and feathered companions over the forthcoming weeks!</p> <p>Many of our year 9's have been self-disciplined and have been challenging themselves to complete all of the tasks provided by their subject teachers. There has been an incredible amount of positive points awarded on ClassCharts and subject teachers have been busy nominating individuals who will be receiving a very special positive postcard for their achievements via post.</p> <p>Students have received information on who to contact if they are struggling with logging in for BeReady, ClassCharts, Pixl Unlock, MyMaths or Tassomai. Certainly, any extra work that is completed is a bonus. Please do contact the relevant people if you need any support and of course do let me know if you need paper resources sent home. Stay safe, be kind and take care!</p>	<p>and entertained. In my weekly 'checking in' emails to students, I've offered ideas on how to do this ranging from researching an immortal jellyfish to how to draw Marvel characters! This week also saw the launching of the 'Getting A Head Start' project within the year group where students can use their time at home to get a head start on certain parts of their learning using a variety of digital learning platforms. Just like our BeReady learning resource, all the digital learning platforms can be accessed via a mobile phone.</p> <p>Finally, I have asked students to look after their most vital community; their home. Hopefully they are offering to help around the house and offering to make lots of cups of tea!</p>
<p><b>From Mr Puttick, Head of Year 11</b></p>	<p><b>From Mr Tamale, Head of Sixth Form</b></p>
<p>Year 11 students are continuing to adapt to this unprecedented situation. I have been supporting students and parents through a number of communication channels with the decisions they face regarding their futures. References continue to be written supporting our students with their applications to both EPCS6 and other Further Education providers.</p> <p>Students hoping to continue into EPCS6 next year have been provided with work to aid their transition into Year 12. If your child is still unsure about what to study, please encourage them to either email the Head of Department of the subject in question, or to contact Mr Tamale, Head of Sixth Form.</p> <p>Year 11 are looking forward to the rearrange end of year Prom that we have provisionally organised for September 2020 (COVID-19 permitting) We are also just awaiting delivery updates of the leavers hoodies and will be getting these out to students as soon as possible. Stay safe, stay at home and save lives.</p>	<p>Year 12 have spent the last few weeks motoring on with the content of the A Level and BTEC qualifications. They understand that for them, there is no time to waste and it has been really inspiring to hear of the excellent progress some of them have been making, whilst keeping in contact with their teachers for direction and guidance.</p> <p>On top of this, the sixth form have had to keep one eye on their futures. With all of the uncertainty, there have been a lot of questions around apprenticeships and university courses. Pleasingly, many employers are currently saying they will still be looking for apprentices when things return to normal - I have sent the students a number of links to explore and a good number have followed these up. Those who had already secured an apprenticeship have been able to keep in contact with their future employers to ensure those positive links are maintained.</p> <p>Current Year 12 students who are looking to apply to university next year have already started their application process. The students have been writing their</p>

personal statements, researching courses and universities, and finding out about topics such as student finance.

We have also been making preparations for the next academic year. The current Year 11 students have all been sent transition work to prepare them for their chosen Sixth Form subjects. This means that when they start their courses next year, they will have all of the foundation knowledge required to succeed in Sixth Form.

Some of our prospective students have already signed up to online sessions with Surrey University who are running a virtual exchange programme allowing students to meet and speak with fellow students across Europe. Another of our partners, Study Higher, are also offering a weekly email for parents of students in Year 10-13 offering information and advice on university, apprenticeships, student finance and making informed decisions. If you would like to be added to their mailing list, please contact them directly at [space@studyhigher.ac.uk](mailto:space@studyhigher.ac.uk)  
All Sixth Form teachers are missing their classes greatly and cannot wait to have the students back in school, continuing learning together. Stay safe and we hope to see you all again in the not too distant future.

## Message from the PE Department

The Virtual School Games start on 5th May where we will be competing against other schools in Berkshire. It is all about mass participation so do encourage your child to get involved! All events are designed for individuals or you can complete them with your family. The first event is 'Sports Hall Pentathlon'. More details to follow when I have them so keep your eyes peeled!

Also, British Triathlon have launched their Big Colour Challenge. It will help you to track you and your family to track how active you are! Every five minutes will count! Visit this link to sign up [www.thebigcolourchallenge.co.uk/](http://www.thebigcolourchallenge.co.uk/)

For further details, please contact Miss Burrows, Head of PE on [Sarah.Burrows@epschool.org](mailto:Sarah.Burrows@epschool.org).



# Examples of excellent home learning being produced by our fantastic students (well done to you all!)

A moodboard for Lockdown, by Charlotte in Year 10



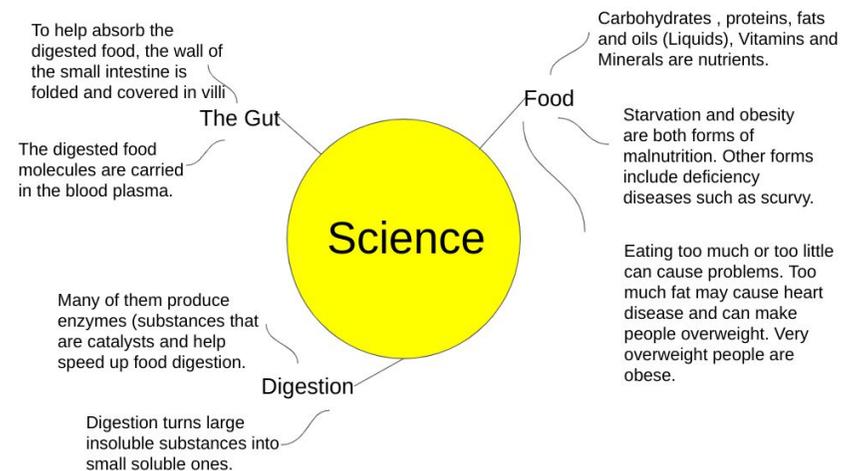
A moodboard for the NHS, by Rowan in Year 10



Deconstructed eton mess, by Katrina in Year 9



Biology work on digestion, by Rhianna in Year 8



## Spanish work on different forms of transport, by Keona in Year 8

modos de transporte

Hoverboard aerotabla

auto deportivo convertible Convertible car

Barco de motor jet boat

Chorro jet

ir a kart Go kart

Crucero Cruise ship

globo aerostático Hot air balloon

segway

Monociclo Unicycle

Quads Quad bike

bicicleta de acrobacias Stunt bike

Autobús Bus

el autocar Coach

Scooter Mobility scooter

scooter electrico Electric scooter

## German work on transport by David in Year 8

das Auto/a car

das Becken/a tank

der Hubschrauber/a helicopter

das Eislaufen/ice skating

das Orbit/the Earth's orbit.

das Fallschirmspringen/skydiving

das Pferd/a horse

die Bahn/the train

das Fahrrad/bicycle

das Flugzeug/the plane

das Krafttrad/motorcycle

Reisen!  
Travel!

## Spanish Translation, by Holly in Year 7

### Que hay en tu ciudad

Un castillo -- a castle.

Un centro comercial -- a shopping centre.

Un cine -- a cinema.

Un estadio -- a stadium.

Un hospital -- a hospital.

Un mercado -- a market.

Un museo -- a museum.

Un parque -- a park.

Un polideportivo -- a sports centre.

Una piscina -- a swimming pool.

Una playa -- a beach.

## German cultural research, by Chloe in Year 7



Germany v England



In Germany, students normally attend school in the morning. The class starts between 7:30 and 8:15 am and can end between 12:00 and 1:30 pm. Their classes are normally 45 minutes long with a short break in between. The children do not have to wear school uniforms. The subjects that they learn are mathematics, general studies, foreign language, art, handicrafts/textile design, music, sports and religion/ethics.



PE work by Nathan in Year 7



History work by Caitlin in Year 8

Diary:

*Dear Diary, Robert Falcon Scott here.*

*I joined the royal navy in 1880 and by 1897 I became a first lieutenant! While I was commanding an Antarctic expedition I proved to be a competent scientific investigator and leader and was promoted to Captain once I returned to England.*

*It's June 1910!*

*I embarked in a second Antarctic expedition. I studied the Ross Sea area and it was amazing!*

*In October,*

*I started overland for the pole from Cape Evans. The journey's weather is horrific as well. The motors, however, soon broke down, dogs were sent back and the ponies were shot. The party began to ascend Beardmore Glacier on Dec 10 with three men-hauled sledges. Seven men had returned to base by Dec 31. The remaining party, in which I was included, reached the pole on January 17, 1912. We were disappointed to find out that Roald Amundsen had preceded them to the pole by about a month! I couldn't believe it!*

*On the return journey,*

*The weather was very very bad. But unfortunately Evans died at Beardmore and we had low food and fuel supplies. My good friend Oates crawled into a blizzard yesterday, but we managed to get into our tents whilst another blizzard occurred. This blizzard is very very bad.*

*Nine days after,*

*This blizzard only just finished! We are getting weaker but i'm sure we will fight it away.*

*29th March,*

*Like I mentioned yesterday, we are getting weaker than we were before but we are very strong people. I believe in these people and I know they can fight!*

*Unfortunately, this was the last entry he made before death. Many people missed him and knew that he was a fighter.*



## Science work on the solar system by Helena in Year 7

The solar system

State what is found in our solar system

State the order of the planets from the sun

Mercury →	M <sub>1</sub>
Venus →	V <sub>2</sub>
Earth →	E <sub>3</sub>
Mars →	M <sub>4</sub>
Jupiter →	J <sub>5</sub>
Saturn →	S <sub>6</sub>
Uranus →	U <sub>7</sub>
Neptune →	N <sub>8</sub>

## Maths work on Area, Perimeter and Volume by Alishba in Year 7

Area, Perimeter and Volume

Area is the size of the surface. There are many ways to find the area. We can multiply width and height to find the area or we can put the shape on the grid and then count the squares.

Example: The area of this rectangle is:  
 $6 \times 3 = 18 \text{ cm}$

Perimeter is the distance around a two-dimensional shape. We can find perimeter by adding all of the sides of the shape.

Example: The perimeter of this rectangle is:  
 ~~$7 + 3 + 7 + 3 = 20$~~

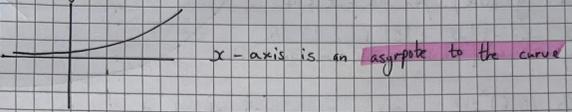
In math, volume can be defined as the 3-dimensional space enclosed by a boundary or occupied by an object. Finding the volume of an object can help us to determine the amount required to fill that object, like the amount of water needed to fill a bottle, an aquarium or a water tank. The volume of an object is measured in cubic units such as cubic centimetres.

## Maths work by Erin in Year 12

Maths:  
Chapter 14:  
Exponentials and Logarithms.

Functions of the form  $f(x) = a^x$ , where  $a$  is a constant, are called exponential functions.

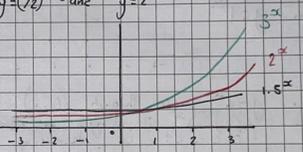
Ex. graph of  $2^x$ : value of  $2^x$  tends towards 0 as  $x$  decreases, and grows w/a limit as  $x$  increases.



$x$ -axis is an asymptote to the curve.

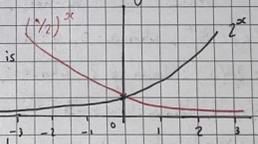
Ex. 1 a) sketch the graph of  $y = 3^x$ ,  $y = 2^x$  and  $y = 1.5^x$   
b) sketch the graph of  $y = (1/2)^x$  and  $y = 2^{-x}$

a)  $y = 1$  when  $x = 0$   
When  $x > 0$ ,  $3^x > 2^x > 1.5^x$   
When  $x < 0$ ,  $3^x < 2^x < 1.5^x$



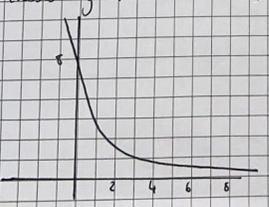
b) graph of  $y = 0.5^x$  is a reflection in the  $y$ -axis of the graph  $y = 2^x$   
 $1/2 = 2^{-1} \therefore y = (1/2)^x = 2^{-x}$

whenever  $0 < a < 1$ ,  $f(x) = a^x$  is a decreasing function.



Ex. 2 sketch the graph of  $y = (1/2)^{x-3}$ , give the co-ordinates of the point where it crosses the  $y$ -axis.

If  $f(x) = (1/2)^x$  then  $y = f(x-3) \therefore$  translation of the graph by  $(\frac{x}{0})$   
crosses  $y$ -axis when  $x = 0$ ,  $y = (1/2)^{0-3}$ ,  $y = 8$



## English work on An Inspector Calls by Yasmine in Year 9

During *An Inspector Calls*, Priestley explores the idea of morality within different characters in varying different ways. One of the most prominent ways he does this is through the trope of capitalism versus socialism, arguably the 'raison d'être' of the entire play. First he established the characters as being either 'left' or 'right', and from there began to expound upon the different levels of morality displayed by each of them. The characters that represent capitalism (Mr & Mrs Birling, and in some cases, Gerald) react with indifference at the news that Sheila committed suicide, and then take no responsibility when they find out that they were involved. This is shown in the lines said by Birling: "[rather impatiently] Yes, yes. Horrid business. But I don't understand why you should come here Inspector." The stage directions indicate that Birling does not wish to empathise or even show any sadness at the loss of life, rather brush it under the carpet. Whereas the characters who represent socialism (Eric, Sheila and the Inspector) react with shock, and appear upset upon receiving the news.

## Poem by Elizabeth in Year 7

### The Candle Flame

Brisk upon wax and wix,  
Decay of sage and soul,  
The flame caresses the darkness,  
The brink of my music as it takes under my wing,  
Both Satan's charm and God's touch,

The weapon of witch,  
The fear of water,  
Hay for gasoline,  
The waterfall currents bringing you tonight,  
And now the slide of a hand can cause a death,  
How the flame is gone,

How hope is decay,  
How strength gives you more to lose,  
How weakness proves your nothing,  
How they tell us to be different but we are either wax or flame,  
Yet control can kill,  
Yet power can disappear,  
Yet a crowd can die,  
Yet an ant can be squashed,

And diving to deep can kill your lungs of pressure,  
And you don't need water to drown,  
And you don't need fire to burn,  
And you don't need a gun to feel threatened,

But you can feel hope without a soul,  
But you can still hear when your blind,  
But you can swim to the surface without legs,  
But you can walk through fire when your made of gasoline,

And you will have limits,  
And you will have a weakness,  
And you will be weak,  
And you will kill a shark with your bare fists,

Like a flame to a candle.

## Introduction to an essay on Shakespeare's Othello, by Anders in Year 12

The bard William Shakespeare has gone down in history for his ability to craft characters that, when subjected to deeper thought and interpretation, reveal themselves to multi-faceted, fleshed out people of depth, in his many tragedies and comedies. From the most prominent figures, such as Othello, Titus Andronicus, or Romeo or Juliet, to the more obscure supporting characters that populate his stage, yet for the most part escape the public consciousness. It is two of these characters that are to be the subject of this essay: that of Roderigo, Desdemona's suitor, and Brabantio, Desdemona's father. These relatively one note characters, who can be easily dismissed as the vanguard of the patriarchal society of the time and little more, can be seen to have more shade when opened up to interpretation. And although facets of this are shown throughout the tragedy Othello, it is in this extract that the various colours of these characters are demonstrated at their best: hues of covetousness, ego avidity, and yet arguably of love.

### **Extract of a response to Miss Havisham in Dickens' Great Expectations, by Alisha in Year 10**

Miss Havisham presents a gothic character invented to add more misery to Pip's life and to interest the reader. She is a wealthy, decrepit recluse who is emotionally damaged after being scammed and ditched on her wedding day. Sitting in her old wedding dress, she plans her vendetta against men by manipulating her adopted daughter, Estella into a heartless monster. She is the main link between Pip and Estella early on in the play.

In this extract, we see Miss Havisham's manipulative tendencies towards Pip. She uses Estella's beauty to make Pip fall in love with her and then get Estella to play with his feelings such as make him question his own social standing. Miss Havisham is said to 'enjoy this greedily' and judging from the rest of her actions in the book torturing others is the only thing that brings her joy anymore. Pip describes, 'more used to one another, Miss Havisham talked more to me' he is believing that they are becoming closer when Miss Havisham only intends to get inside his brain. It suggests that Pip is starting to view Miss Havisham as a parental figure when in the end of the play Pip teaches Miss Havisham a lesson about her actions instead.

Young Pip is arguably very similar to Miss Havisham, and I believe that is one of the main reasons she repents at the end. She sees her past, innocent self in him and by the end of the play she realises that she has inflicted the same pain to him that she suffered herself. She is used to represent the effect heartbreak has on a person and especially young women of the period who are mistreated constantly by men.

### **Spanish work by Felicity in Year 7**

40+ Words Writing Challenge: Bracknell

Bracknell es bastante grande y bastante bonita y muy animada. En Bracknell hay muchos parques, un centro comercial, un cine, una tienda, una piscina, un polideportivo, una estación de trenes, una estación de autobuses, y una pista de hielo. En Bracknell, se puede ir al parque, ir a la piscina, ir al centro comercial ir al cine, ir al polideportivo, ir de compras, y hacer patinaje. Me gusta Bracknell.



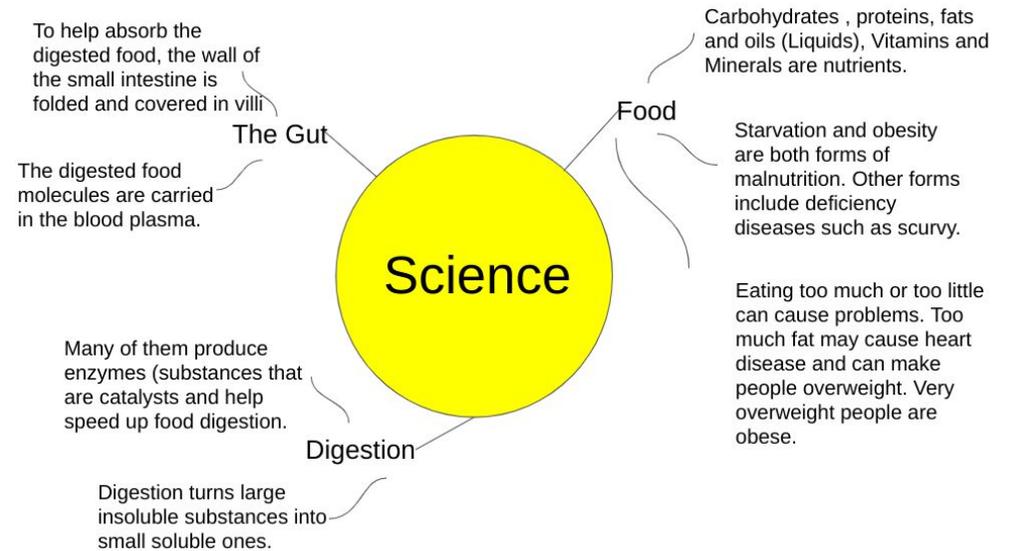
### History work on World War I, by Ashley in Year 8

Dear Diary,

It's the 1<sup>st</sup> of July 1916. I think this is the worst day yet. Besides from the hunger and boredom, lots of people died today. This is the most bloodshed we've seen since we got here. William one of my <sup>last</sup> good mates died today. Again I have no one. I'm not going to cry about it because I have other things to worry about. I hope he's safe in heaven looking down on me and keeping me safe. It's just a matter of time till I get shot, bombed or catch a disease then that's it im gone. I'm 99% sure im not going to make it back home to my wife. But they need to know that I love them very much and I didn't mean to leave them by themselves it was just nature duty. I survived another we'll see if I can survive another.

-John

### Science work on digestion, by Rhianna in Year 8



**Take care, stay safe and look after one another at this challenging time.**

From everyone at Easthampstead Park Community School.