



## Summer 2020 Edition

Dear valued Parents, Carers and members of the community,

Welcome to the tenth edition of the TCS Tribune. This is our termly newsletter dedicated to sharing the activities of the students and staff in our wonderful school with our wider community.

When I last wrote an introduction to the Tribune, it was at the time of school closures and the beginning of the effects of the pandemic in this country. I do not think anyone could have predicted the huge impact that the pandemic would have on our way of life. Schools and businesses were closed for such a long period and I am certain that the effects will be felt for many years to come.



The Summer term presented many challenges. Even so, our staff, students, parents, carers and the wider community have worked together to do far more than survive. At school, staff have been working tirelessly to refine practice and ensure that learning is of the highest quality possible. In addition to lessons, we have been busy with welfare checks, tutor times and assemblies. We have tried to replicate as much of school life as possible. In addition to the standard provision, staff have worked hard to provide an experience above and beyond that which might be expected in these strange and unprecedented times. Amongst many other things, we have had staff making visits for the community, we have had a virtual sports day, Duke of Edinburgh activities have continued, there have been baking competitions and even a virtual induction programme for our new intake. We have experimented with our software and have been able to hold live learning, assemblies, meetings, INSET days and parent presentations. It has been an incredibly challenging time, but we have all benefited from seeing our students gain from their experiences. This edition of the Tribune is a testimony to the fact that amongst tragedy and worry, there is much to celebrate and be thankful for. We hope you will enjoy it as much as we enjoyed doing the activities that have led to its creation. If you are currently facing a challenging time, we hope that it brings you some cheer.

Once again, I should like to take this opportunity to thank our incredible staff for their hard work, dedication and support. When you are thanking our teachers, please do not forget the essential support staff who have been instrumental in keeping the school open as well as supporting children and families. Thank you once again to all of you. Your support and kind comments have been bolstering in this very challenging period of school leadership.

We look forward to welcoming everyone back to school in September.





THE ENGLISH DEPARTMENT PRESENTS:



WIN A PRIZE  
AND GET A  
CERTIFICATE

# WRITING COMPETITION

Summer 2020

WRITE A **STORY** OR **POEM** OR **PLAY** IN 500  
WORDS ABOUT ANYTHING CREATIVE THAT  
YOU CAN THINK OF!



## IDEAS FOR WRITING



You can use  
your own  
creative  
ideas, these  
are only  
suggestions!

- \* Start with the opening line "I am sitting on the kitchen table as I am writing this"
- \* Write a story about a character revealing something unusual about themselves.
- \* Someone discovers a magical portal in their house.
- \* Before bed, you put your clock one hour ahead for daylight saving time. When you wake up you realise that you have gone forward a lot more than just one hour.
- \* Write a story in which the lines between awake and dreaming are blurred.
- \* A character is struggling to decide how to handle a problem that is morally grey.
- \* A story about the adventures of a special agent with a paranormal secret.

### HELPFUL LINKS:

1. What can you do to give your story an edge?  
<https://www.bbc.co.uk/programmes/articles/4TmmXPNCJ8fdZ1fTM5hjt/what-can-you-do-to-give-your-story-the-edge>
2. Plotting your story:  
<https://www.bbc.co.uk/programmes/articles/35JDmTw5n9C9TvSmdX3rRggZ/the-jurys-out-plotting-your-perfect-story>
3. 10 Tips to bring your story to the perfect conclusion:  
<https://www.bbc.co.uk/programmes/articles/59ht8jYKGg7KfnXGMD0cVgs/10-tips-to-bring-your-story-to-its-perfect-conclusion>



SUBMIT YOUR STORY BY MIDNIGHT 22 AUGUST 2020 VIA TEAMS

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## Head of Year 7 - Ms Jenkins

Well I honestly cannot believe a year has passed since I was first meeting our Year 7 students in their primary settings. It has been a year with many challenges but the spirit of all our students has shone bright and the way they have helped us all adapt to new ways of working is a credit to each and every one of them.

Through our year group assemblies this term we have looked at key personal qualities and attributes which embody the spirit of our team; traits such as being honest, having pride in who we are, showing compassion, having hope and most of all being kind.

We have asked ourselves those questions like what makes us a good listener, what does it mean to be kind, how can I think of others and show compassion to all? We have also looked at inspirational people who have overcome seemingly impossible challenges in their lives through having self-belief, determination and resilience.

Each week a fun challenge has been set and some of the results and reflections they have produced can be seen here. I wish you all a relaxing summer and stay safe.

Kind Regards Ms Jenkins



## Head of Year 8 - Mrs Harper

Dear Year 8,

It has been wonderful this term getting to know you all despite the current situation. You have been friendly and welcoming.

I have also been impressed with how hard you have worked across all your subject areas, particularly in those of you who have really gone above and beyond. Well done!

We have had great fun with our team competition – with some wacky team names and brilliant team captains. I cannot wait to see the teachers do their forfeits!

So, my final message for the future is one of hope and optimism. I hope that normality returns and that Year 8 come back stronger, wiser and more appreciative of the simple things. As Year 8 move into Year 9 I have no doubt they will show increased independence and resilience as a result of their experiences.

I am so excited to be your Head of Year and cannot wait for Year 9! I really look forward to meeting you all soon.

Have an amazing summer!

Mrs Harper



## Head of Year 9 - Miss Yacoby

Joining a new school can be a challenge in itself, let alone during these unprecedented circumstances. Despite all of this, I have felt extremely welcomed by staff, parents and the year 9 students since joining and for that I am incredibly thankful.

During the summer term the year 9 students have shown that they are hardworking, respectful, funny and competitive. I have had the joy of speaking to a number of them virtually through tutor time or emails and learning about them. I have been proud of how they have adapted to these abnormal times, showing resilience as well as actively engaging in their learning at home and showing a mature approach to online interactions.

One of the positives of the school closure is the extra time students have had in allowing them opportunities to learn and develop other skills or hobbies they wouldn't normally. I have taken great pleasure in hearing about the activities that they have been involved in outside of their school work including: charity cake sales in the local community, playing music in a 'street band' to thank the NHS, families planning and presenting their own assemblies, students supporting younger siblings with school work, cooking for their family, completing chores around the household, building sheds and gardening amongst many other things.

I am proud to be their head of year and I look forward to meeting them all, getting to know them in person and seeing them develop when school life returns to 'normal' for all of us. Have a lovely summer break, keep learning new things and get outside as much as you can!

Thanks,

Miss S. Yacoby





# Head of Year 10

## Message from Mr Lovegrove

Dear Year 10 (nearly 11!)

It has been possibly the most unusual and alternatively challenging time any of us have ever experienced in education. The reality of the situation took a bit of time to settle initially. No doubt you were nervous, a little apprehensive but mildly excited at the prospect of not attending school for an unknown period. As time has progressed, the news and the nationwide situation becoming ever clearer, what you have been part of is likely to be discussed and referred to in history for years to come.

From communication and personal experience, routine has been the thing that has kept you going strong. Having no structure, when previously each school day is determined by lessons, breaks and by bells has meant you needed to develop your own routine. Some of you have embraced this, taken on the challenge, developed new skills and worked through all the online tasks independently. For many of you however, it hasn't been as easy. I hope it has made you appreciate the importance of school, education and routine and has allowed you to reflect on where you need to go next. School will help you with how to get there!

Whether you have fully engaged with the online learning or not, what is crucial is what you do from here. You cannot change or make up entirely for the last 3 months. What I urge you to be is determined, focussed and ready to fully engage. Lockdown has affected the whole nation so it is still very much a level playing field. Just because you may not have completed as much work as you think you should have, now is the time to consider your priorities for when you do return. Hit the ground running, be ready to work hard, commit to your ability and make action not excuses.

I am writing this as I pass over the year group to Mr Alderman's capable hands for Year 11. It has been an absolute pleasure to work with you all. I have seen you gain in maturity and responsibility as the year progressed. The commitment you have shown, the ideas you have generated and levels of responsibility you have assumed, fill me with confidence that despite Covid-19, you have every opportunity still at your feet. I wish you all well. Have a restful summer but try to keep your hand in. Get prepared for Year 11, it will go quickly so be ready!



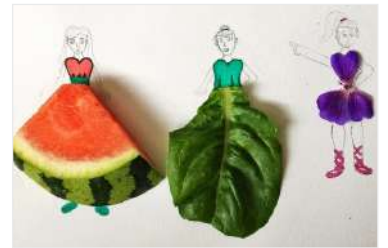
## Message from Mr Alderman

These are not the circumstances I would like to take over Year 10 and it would have been lovely to do this in person meeting together. It has, however been great to see Year 10 around the school site and teaching some of you in recent weeks makes me really look forward to September. Well done for engaging in home learning where possible and into this transition back into school. If this has not been the case do not worry as we look ahead to see how we can impact the future. Take note of the key messages and advice you have been given by staff in the last few weeks to prepare yourself as best you can for September. I really do wish you a restful summer, take time to relax, enjoy the company of loved ones and make sure you are on top form for September as we are going to need to be refreshed in order to work hard together in what will be a tough year but I know we are all up to the challenge.

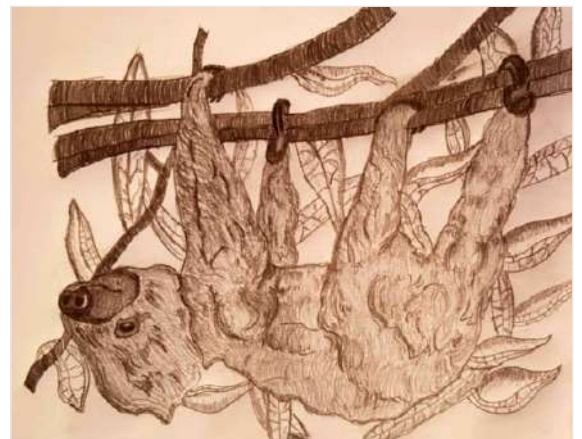


# Art Department

Art and Photography have been extremely busy with projects, challenges and competitions. Students across the year groups have been busy drawing, painting, collaging and making Art out of everyday items (including toilet rolls). Year 10 students benefitted from a couple of hours back in the Art room, where they were able to use the classroom resources and be guided by the teachers on how to improve their work. Although it was strange at first, it was so productive and nice to see some friendly faces once again! If you want to see more from the Art Dept check out Instagram: [testbourneart](#).



In May, The Living Rainforest, near Newbury, ran a competition for 9-13yrs. Davy Atherton, yr 7 was awarded a runner up with his fab drawing of Cinnamon, their resident sloth. Congratulations Davy!



## Business Department

In Business Studies, our Year 9 and 10s have been successfully tracking a variety of businesses and reporting on the challenges faced by them during COVID-19 and the Black Lives Matter protests. It has been wonderful to see the level of engagement from the students and deep discussions held on issues related to the economy, share prices, unemployment, pressure groups, adapting products, e-commerce etc. Deeper understanding of the business world has most definitely been accrued over this term.

## Computing Department

In Computer Science, our students have been building their computational thinking and programming skills through a series of activities and challenges. Year 7 have been producing solutions to a number of problems in Scratch, whilst Year 8 have participated in the Amazon Future Engineer programme; programming in Python language to explore 'Fourth Industrial Revolution' themes from drone delivery, smart homes to chatbots. I'm happy to report that 77 students took part in the national challenge and below are our top 5 participants.

- 1st - Thomas Shaw (5000 Points)
- 2nd - Emily Smallridge (4490 Points)
- 3rd - Griff Holmes (3850 Points)
- 4th - Edward Perceval (3560 Points)
- 5th - Madison Noakes (3430 Points)

Congratulations to Thomas Shaw, Emily Smallridge, and Griff Holmes with their amazing scores. A special prize will be waiting for them at the start of next term.

## Dance Department

Year 9 and 10 GCSE Dance students have been working hard from home. Not only have they been using this time to maintain their physical fitness but also to work on their theoretical studies. Year 10 students have been preparing for harder exam questions, ready to take on Year 11 in September. Year 9 students have been studying and analysing all the features (costume, lighting, aural setting, set/staging and movement) of the set dance works *Within Her Eyes* by James Cousins, and *Shadows* by Christopher Bruce.

## Drama Department

Drama students have been lucky enough to enjoy the 'National Theatre Live' collection since we had a school subscription; this has meant they have been able to review such classic shows like *Treasure Island* and *Peter Pan* at their leisure, rather than the rushed one week window that otherwise exists. Despite the challenges, some superb drama work has been completed in lockdown, such as the Year 9 monologues, Year 7 scripts and Year 8 Greek Theatre projects. The Year 10s have been introduced to the theatrical elements of *'An Inspector Calls'*, and many are demonstrating a sound knowledge of how technical elements help enhance the production.

The drama 1:1 interviews were successful and students are now in a good position leading up to resumption of the course in September. Social distancing devising techniques will be the order of the day for all students, but Year 10s are well set to hit the ground running when they return as Year 11s. Some students have also signed up for a project called *'Between the Lines'*, which is run by a local theatre group whereby students either write a monologue on their lockdown experiences for either an actor from the company to perform or perform it themselves and have it shown on the company website (with writing credits going to the students). This is excellent practice for when this skill is needed in their GCSE course.



# Design Technology Department

What a whirlwind of a start to a new job! Hello Testbourne. I am your new Design Technology teacher, Mr Ralls. I can already tell that I am going to enjoy my time here teaching you the best subject in the world. How can I tell? Just look at some of the work you have been sending in.

I am particularly looking forward to meeting you all in person rather than from my kitchen table via a computer. Keep up the fantastic work Testbourne.



**Products that reduce carbon emissions and/or other greenhouse gases**

Everyday people use green house gases to complete and partake in their daily tasks. E.g. driving or taking public transport to work or school (also known as carbon footprint). As the population has increased so has our demand for fossil fuels. This has created environmental, social, economic problems. So companies have started to create products that help eliminate the multiple challenges we are currently facing.

**Challenges**

- Fossil fuels having to be burned for fuel are increasing the rate of the greenhouse effect (climate change).
- Fossil fuels are non-renewable sources so when we use them all up, they are gone for good.
- When fossil fuels are burned, they pollute the air also causing breathing problems for wildlife and humans. (for example in some very polluted areas of China they must wear masks nearly all the time to keep the toxins away from their bodies.)
- As we start to run out of fossil fuels prices will have to increase on these fuels starting economic problems.
- Fossil nuclear plants that hold the fossil fuels has a problem and breaks or explodes lots of radioactive material can be released into the atmosphere killing people instantly (for example Chernobyl).

**Products that reduce carbon emissions**

- Energy efficient light bulbs
- Electric cars
- Electric bikes (to travel long distances on bike instead of cars)
- Smart outlets which allow you to control the amount of electricity you use and can cut off supply from your phone to prevent electricity waste.
- Battery powered machines e.g. lawn mowers
- Solar panels

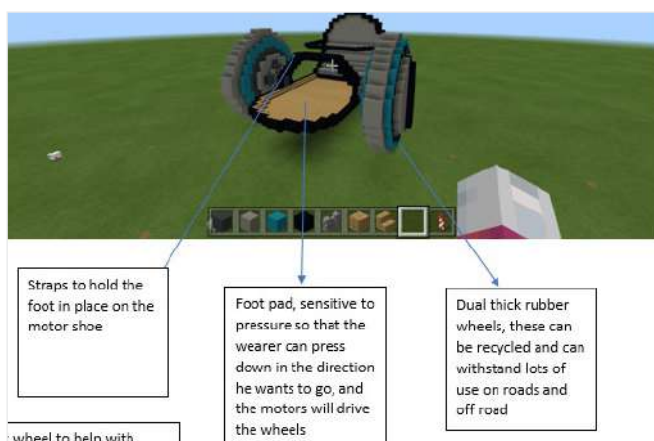
**Electric cars and bikes**

Electric cars are starting to be produced by many car manufacturers. Examples of these car manufacturers are Tesla, Hyundai, BMW, Nissan, Lexus, Audi and Renault. These electric cars are better for our environment as they do not use diesel or petrol, so they do not release harmful fumes while being driven. Instead they use electric charging points which can usually be found near petrol stations. One of the problems with these futuristic cars is that they are too expensive, and most people cannot even afford a used one, so they often just save money by sticking with a usual car. But it has been said that electric cars are estimated to be cheaper than regular cars by 2022.

- Amy Smith



- Grace Hitchcock



- Jude Sappleton



- Daniel Webb



- Tom Bentley



# English Department

Year 7 and 8 have both been studying a novel: 'The Boy in the Striped Pyjamas' for Year 7 and 'Animal Farm' for Year 8. Some amazing work and insight into the hidden depth of the writers' craft has been demonstrated.

Year 9 and 10 have both been studying various poems from the Power & Conflict cluster. Students have been working hard on their annotations and analysis. Detailed PowerPoints and clips have been used to facilitate learning. Some fantastic contributions have been made to the online lessons on Teams with perceptive and detailed interactions.

For those students who are feeling creatively-minded while at home, pupils have had the chance to take part in some creative writing competitions. Firstly, Generation Lockdown (<https://generationlockdown.co.uk/>) is a competition asking young people to share stories of their life in lockdown. This could be in the form of a personal experience, a poem, or a creative story. The winners of this competition will have their writing published in a book – a brilliant opportunity. Similarly, the English Department are launching another chance to take part in an exclusive writing competition. More details of this are in this issue of The Tribune.



Year 7 Students who scored **100%** on last week's Educake quiz:

- Edie Berry
- Declan Cann
- Alexandra Rolfe
- Katie Sykes

Year 9 Students who scored **100%** on last week's Educake quiz:

- Emma Bishop
- Miranda Burke
- Isabelle Daborn
- Sophie Ellis
- Reuben Fisher
- Annabel Green
- Esther Jay
- Jasmine Clarke
- Emily Wu

## Book Reviews: The Boy in the Striped Pyjamas

### Charlie Ashley

This book has a moral. A message in the writing. The message is that children are not born with hatred and racism, they are taught it. This fable delivers the message very well and when you finish reading, everything clicks about 'Out-With'. You know what is behind the fence, you know what happened to Shmuel's father and you know what really happens at Out-With and how it's one of the worst things to occur anywhere.

I have learnt about the horrors of WW2. I have also learnt that the death of the innocent is the worst death to happen. Although I thought this before, the book shows it off strongly.

The author teaches us about human nature and how a person with power and bad ideas is not good and brings to mind the common phrase 'where there's power, there's also responsibility'.

The author delivers his message with Shmuel and Bruno. They are remarkably similar, with the same birthday and both being very caring and young. But they come from two different places and two different families – Jews and Nazis. This shows that we're young, we're kind and caring with innocence all around us, but it is the things and situations you get into which cause you to lose your innocence and kindness. I didn't want to watch the film because I think that the book was enough to show the message.

# BOOK REVIEWS: THE BOY IN THE STRIPED PYJAMAS

## **Declan Cann**

The Boy in the Striped Pyjamas is a book all about a boy called Bruno, who is an army commandant's son, and about the war from his point of view while living next to a concentration camp. He writes this story to show people how bad and how unpleasant the war was, with special focus on the concentration camps.

I like this book as the author (John Boyne), manages to make the story feel like how it would be in Bruno's shoes at that time. It is a really powerful and meaningful story that I think lots of people need to read because it shows how bad it really was in those times. Before reading this book, I knew a little bit about the war and the concentration camps, but after I finished it, I was shocked about how much I didn't actually know what it was like. I think that this story would be suitable for ages 9 and above, because while it does have saddening parts, a lot of those parts are disguised because Bruno doesn't know what is happening, and only if you read it closely can you really depict everything that is going on.

While the whole story is all to show the main meaning, it is also an extremely gripping story which really entices you to read more. The plotline is very well done as a lot of things are put in at the start and middle which I thought at first weren't needed to be said, but when everything was pieced together at the end, it all had a meaning. While the ending is quite sad, I think it is very good because it shows how because Bruno didn't know what was fully happening, it easily got him into a lot of danger.

I would give this book 5 stars out of 5 because it is so meaningful and gripping, that I can't find any faults in it.

## **Poppies by Poppy Storrow**

The poppies begged for water to be reminded of  
As I walked through the playground  
Hearing your voice, playing with your friends.  
Every step I took a white bird flew over my head  
Remembering the peace you gave to the world.

It was as if you were still here  
I heard you yelling for me  
From the woods with the black thorns.  
You were so scared  
But I was there to rescue you.

Your old cat jumped onto the swings  
He looked at me as if to say,  
"where is he, its been so long"  
Only if I told him what really happened.  
He would never believe me ever again.

I remember your final words,  
"open the treasure chest once I've  
Finished fighting for our country."  
I finally did, what I felt would never be the same again.  
You left your most prized possession,  
Your army jacket.





## War by Hannah Batten

I have never been to war myself

I am not a soldier

But I am someone who has waited for news

I am family member who has been left behind

My dad's side of the family has severed the army for a while and dad's brother, my uncle, was in the army when The Falklands War in 1982 hit he was sent away and although he rarely talks about it dad said he came back different. apparently, he shouldn't be alive. it's only because someone noticed he was still on the sinking ship that they managed to get to him in time that he made it home. he saw some awful things he still can't talk about it was in his twenties at the time he is now turning sixty he also now suffers from insomnia

The first time I heard that story was the first time that I saw war as something very close to me and not something that was very far away.

Then my cousin Gareth joined up.

He is a lot older than me we don't get to see each other a lot however we get along well and we chat as often as possible.

Gaz is a lovely guy and he is in bomb disposal now and he is family and my family is tightly knit we care about each other a lot. But now I'm older I notice that he has this look in his eye and you often catch him staring off in the distance looking a bit lost and alone.

Gaz get deployed a lot he works as a frontline soldier as well when necessary and we worry about him all the time it's hard to focus and often you find yourself staring at the phone its ok at the moment he's at home it's his time off but mum and dad don't always tell me what's going on. I want to know what is happening, but children are "protected"

I saw war as something far away once not something to worry about, after all, it would never touch my life

But it did

It still does

War is not a game or a joke or glorious

war is brutal, unforgiving, and deadly

children should not be told lies about war

my story is not all that bad

I am very very lucky

But some people aren't

Everyone should know what war is, not just the world wars, but what it is now.



# Food Preparation Department

I have been so impressed with how our Testbourne students have really stepped up to the plate (boom!) with their cooking and baking during this strange summer term.

Students were invited to Bake the Rainbow to show support for the NHS and Key Workers. Our students are so creative and talented....we had rainbow cakes with multiple layers, meringue rainbows, stripy rainbow Swiss rolls, cheesecakes, rice-crispy cakes and even a big dripping rainbow doughnut!

102 year 7 students logged on for an online Cook-Along-Live making scones which was just fantastic. I felt like a celebrity chef.... but without the studio kitchen! And I kept my sparkly slippers on, but don't tell anyone!

Online practical cook-along-live lessons have also included year 9 making choux pastry and year 10 portioning a whole chicken up into 6 pieces.

I have loved seeing what you have been making and cooking at home, but I can't wait to get back to school and really get the party started! Although I shall miss teaching in my sparkly slippers!

Have a lovely summer holiday. Stay safe and keep cooking!





# Geography Department

Being in lockdown hasn't stopped the Geography Department from getting outside and collecting some data! Earlier in the term, Year 7s and 8s completed some fieldwork run by the Field Studies Council (FSC). Students travelled virtually to Rhyd-y-creuau, in North Wales and were given a quick recap on why different places in the UK have different weather patterns. They also learned about a variety of weather station equipment and collected data along with the FSC presenter.

It was then over to our students in real life! Students had to create their own basic weather stations using materials they could find at home. Wind vanes were made from paper plates, straws and cardboard, which measured wind direction. Rain gauges were created from old plastic bottles and jelly, measuring the amount of rainfall. Students also measured cloud cover using the Okta Scale and wind speed using the Beaufort Scale.

Students recorded the weather for a week and submitted their results online so we could compile our weather data as a school. We had 165 responses in total and discovered that during the week of May 11<sup>th</sup> there was little wind (70 people recorded between 2-3 on the Beaufort Scale), very little rainfall (between 0-3mm) and varying cloud cover (between 0-8 on the Okta Scale). Well done to all of you who took part in our weather data collection survey, which was an excellent project for working from home. Thinking more globally, year 7s and 8s also researched and presented fact files about volcanoes from Krakatoa in Indonesia to Karymsky in Russia. Some great work was uploaded so well done to everyone who increased their knowledge on some far-flung corners of the world!

Year 9s and 10s have recently been revising some of the key content from their GCSE course. Year 9s have focused on how urban change in Rio de Janeiro has created challenges and opportunities for the city, whilst Year 10s have completed some revision on how development can take place in the Thar Desert. Life in desert environments also has challenges and opportunities, which are themes running through our study of different case studies. Although we are unable to visit these amazing places, lessons have been brought to life with video clips and images, and we have thoroughly enjoyed all the interactions in our online live lessons too. Well done to all our students who have been working so hard to make sure they are prepared for their GCSE.

Three TCS students have entered the Royal Geographical Society's Young Geographer of the Year competition, on the theme of 'The world beyond my window'. Good luck to Gracie Jones, George Unitt and Knea Warrington.



# Health & Social Care Department

Health and Social Care students have used this opportunity of lockdown to reach out to their family members from preschool age (younger siblings) to late adulthood (zoom calls with their grandparents). The students have worked hard to develop their skills in the area of communication with varying styles and the incorporation of new technologies to learn a variety of care values in preparation for our local community involvement that comes later on in the course. I would like to thank all of the Health and Social Care students, because they have engaged extremely well with online learning and many of the students have continued to remain focused, motivated and produced some great work. I would like to praise the following students in particular for going above and beyond in their efforts during these challenging times:

- Poppy for being a role model to all students and demonstrating a brilliant level of understanding and skills whilst learning at home.
- Kyle for showing remarkable resilience and for having a positive and professional approach to his online learning.
- Millie for demonstrating excellent organisational skills and really developing her knowledge and understanding of the subject.

We will have lots to look forward to in the coming year in Health and Social Care and are looking forward to linking in with our local communities again at all ages.

## Lockdown Experiences

*Here is a photo collage I have made of some photos of some tomato plants which I grew from a (supermarket-bought!) plum tomato at the start of lockdown. I wanted to prove it could be done without packet seeds!*



*The last photo I took yesterday and I shall transplant the larger ones into two more plant pots soon to give them some more space.*

*From Charlotte Vickers (8-7)*

## Lockdown Experiences

*A much needed friend through home schooling and lockdown.*

*From Peter Thomson (7-6) and his dog Seve*





# History Department

What an unusual Summer Term it has been, definitely history in the making! We have had a very busy term in the History department with online lessons varying from life in Medieval England and the murder of Thomas Becket with Year 7 all the way through to the First World War with Year 9 and the beginnings of the Second World War with Year 10. Our History Prefects have been working hard on their "Lockdown Timecapsules" over the last few weeks, go [here](#) on the Testbourne website to check them out!

Over the Easter Holidays Miss Freemantle ran a competition to produce a 'Hard Boiled Humanities' portrait of a key figure from history painted on a boiled egg. Miss Freemantle received lots of entries – thank you so much to everyone who entered, they are all absolutely fantastic! However, a winner had to be chosen and the results were:

1. Admiral Horatio Nelson by Peter Thomson
2. William Shakespeare by Emily Smallridge
3. Frida Kahlo by Louisa Palmer
4. Albert Einstein by Esmé Robinson

Esmé Robinson  
- Albert Einstein



Emily Smallridge  
- William Shakespeare



Jack Palmer  
- Albert Einstein



Louisa Palmer  
- Frida Kahlo



Maddie Owens  
- Abraham Lincoln



Madison Noakes  
- Albert Einstein



Peter Thomson  
- Admiral Horatio Nelson



Tom Bentley  
- Charles Darwin



Will Hayward  
- Winston Churchill



William Fairhurt  
- William the Conqueror

Thank you again to those of you who entered the egg competition, hopefully we will be able to run it again next Easter! Maybe you could have a go at making your own "Lockdown Timecapsule" over the Summer Holiday?

We hope you have a lovely break over summer, and we'll see you in September!

Miss Freemantle, Miss Hall and Mrs Harrison

# Mathematics Department

Dear Parents/Carers and Students

So many of our students have made such an incredible effort to continue as best they can with their mathematics studies in this difficult situation. Well done and we are proud of all of you.

The maths team appreciates that all students have had their own approach to home learning and many will have had different challenges during this period. We have encouraged students to just 'do the best they can' and the vast majority of Testbourne Students have risen to the challenge. Not having your maths teacher to ask as soon as you need a little help can be very challenging at times and we have all been really pleased with the number of determined students that have sought help via email or teams or via the recent 1-1 bookable interactive support provided by Mr Roberts.

You may have heard teachers say that you never stop learning in life and the maths team and all the staff at Testbourne have had to learn quickly to try to master new IT systems and devices in order provide the interactive lessons and support for our students. As the maths team have become more familiar and confident with this aspect of teaching we have certainly enjoyed interacting with our students and knowing that so many students are joining in with our sessions from home and continuing their learning.

A number of Year 8 students have taken part in the first ever on-line version of the UK Maths Challenge during the closure period and many achieved bronze, silver or gold awards. In addition many students have taken to improving their times tables skills on the Time Tables Rock Stars platform which we have introduced them to during this period of school closure.

Whatever the weeks and months ahead have in store for us, the Maths Team appreciate the fact that we have a wonderful set of students at Testbourne and also we appreciate the effort put in by parents who have done their best to support them. We will continue to work hard to provide as high a standard of mathematics education as we can, be that face to face in the classroom, or remotely using the Teams platform.

We hope you have a very enjoyable and safe summer holiday and don't forget that maths matters!

Kind regards

Testbourne Mathematics Department

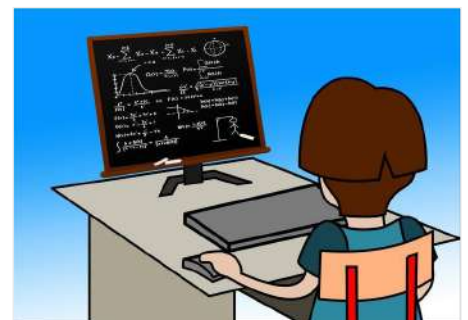
## Online - Maths help club

We would like to say a huge "well done!" to all those students who have participated with the online Maths help sessions this half term. For the last few weeks, we have offered 1 to 1 sessions online, for those students who have felt they could do with a little extra help in an aspect of their Maths learning.

These sessions have been a great success with nearly all slots being fully booked from the start of the provision. These twenty-minute sessions have proved to be very effective as well as popular with all year groups within the school.

It has been a pleasure to see so many students utilising extra help and going beyond what is expected of them to help their learning in these strange times. We feel this embodies all we have come to expect from our students here at Testbourne.

We will of course be looking into how we can build on this success going forward into the new school year.





## Times Tables Rock Stars

During the school closure period we have introduced most year 7,8 and 9 students to the on-line Times Tables Rock Stars website which we now subscribe to. The purpose of this is to allow students to improve their timetables knowledge and speed of recall which is an essential element to much of their mathematics education.

Well done to those of you who have logged into this website using your mymaths portal login details. This should be most of you in years 7, 8 and 9 and the numbers of you who have logged in has increased increasing daily over the last few weeks.

Many students have commented on this, saying that they really enjoy the challenge of trying to improve their timetables recall on this platform. They have created their own Rock Star avatars and customised them by earning coins while they improve their timetables, which they then 'spend' in the TTRS shop.

In the new school year we will formalise the use of this system in a targeted manner as part of our drive to improve the numeracy of our students where this is required.



## Year 8 UK Junior Maths Challenge

During the latter part of this term 27 year 8 mathematicians participated in the UK Mathematics Trust Junior Maths Challenge, this is a National competition which gives students a chance to tackle some challenging problem-solving questions under timed exam type conditions. This year was the first time that this annual competition had been carried out on-line with participants being allowed to complete it from their own homes and not in an examination hall environment.

The challenge gave the students some interesting mathematical problems of a type we don't always get the chance to look at in usual lessons. The questions got progressively more difficult, however students were not expected to be able to complete all of them, just to complete as many as they could in the time given. This challenge was just some mathematical fun (but with a little bit of pressure), with the chance to gain a Gold, Silver or Bronze certificate in this national competition.

Many of the Tesbourne Year 8 participants achieved notable scores with one gold, four silver and seven bronze certificates being awarded as seen in the table.

Student Name	Achievement
Emily Brunt	Gold and Best in School
Emily Dodd	Silver
Emily Smallridge	Silver
Amelie Oakton	Silver
Luxy Walters	Silver
Benjamin Ward	Silver
Danielle Smith	Bronze
Lucy Leucaux	Bronze
Ahan Sen	Bronze
Edward Perceval	Bronze
Dominic Gray	Bronze
Jose Hodgen	Bronze
Michael Norman	Bronze



Well done to them all and to all of those who took part.

## Lockdown Experiences

*During lockdown in April my mum was diagnosed with Covid-19 She is a key worker and works in social care. It was a big shock for me, I was helping dad around the house and with the cooking. Most of the time I was helping my younger sister with English and Maths we were doing Math games magic two and magic five. We read a lot of different books and I enjoyed Michael Morpurgo books the most. While my mum was unwell she still managed to help me a lot with my science homework. After two weeks my mum recovered and went back to work. It was not a easy time for us but as a family we all pulled through.*

*Danny Woodage (7-4)*

# MFL Department

This half term we are pleased to welcome Miss Lord back to the department following her maternity leave. Meanwhile, Miss Norris is coming to the end of an exceptional (in many ways) first year of teaching full time with us. We are looking forward to firing on all cylinders in September.

We have been working on the curriculum for September and looking at ways we can help our students to fill any gaps which may have occurred during school closure. We understand the challenges involved in trying to learn a language alone at home without interaction with other students and the teacher in class. It has become apparent from our discussions with Year 10 students in school that speaking is an area which has proved more challenging over the last few months. We are looking at ways of tackling this by providing more opportunity for speaking in our online lessons. Learning a language is, after all, a sociable activity.

Nevertheless, we continue to be impressed with overall student engagement with the work we have set and their contributions to live lessons. We are pleased that we continue to be able to reward that work and effort with our MFL certificates.

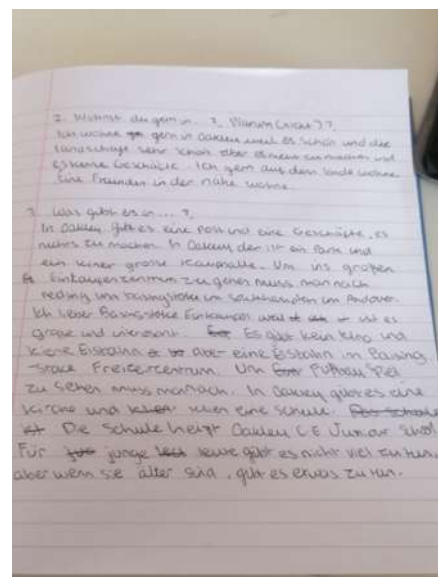
We hope that you and your families stay safe during the summer break and are able to benefit from some quality time and experiences together. I would just like to remind you of a couple of ideas children can do to keep their languages ticking over during the summer.

Try and do a little bit of learning or revision each week. Little and often is better than big chunks then gaps. Use quizlet, conjuguemos, Seneca, or whichever app you prefer.

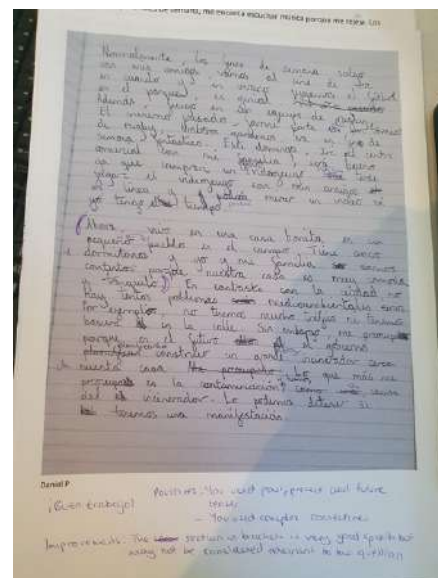
If you are lucky enough to find yourself in a country where they speak the language you study, have a go at speaking – do some shopping and order some food and drink.

Finally, we'd like to wish you all ¡Buenas vacaciones!, Bonnes vacances! and Schöne Ferien!

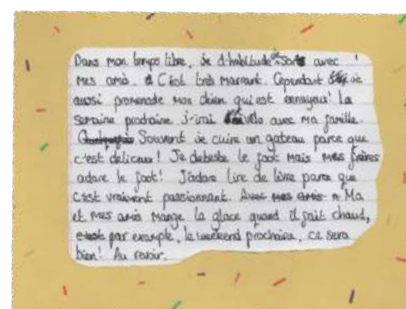
David Jones  
Head of MFL



German  
- Maddie Owens



Spanish  
- Dan Perceval



French  
- Miranda Burke

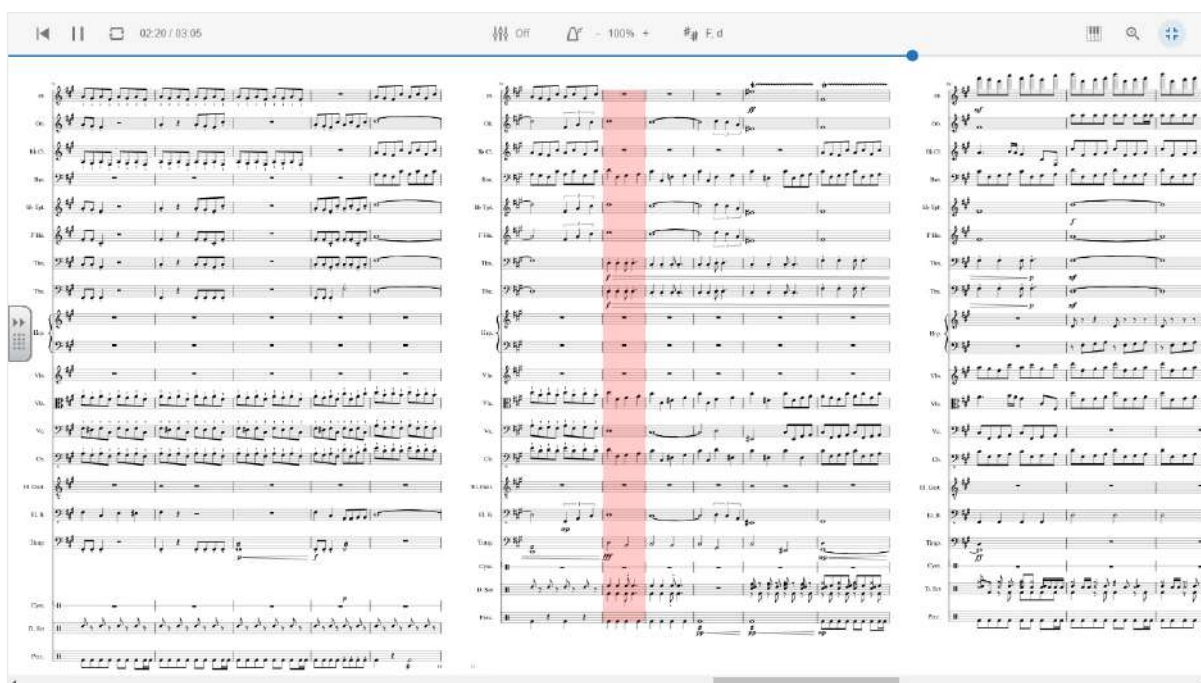


# Music Department

Teaching Music remotely has been a challenge to our department as human interactions play such a crucial role to every developing musician; from hearing and responding to a musical line to playing together within an ensemble or group. Fortunately, technology has advanced, and we have been able to utilise this to our advantage as well as learn new skills along the way. Below is a synopsis of what we have been up to in our department this term.

Year 7 have used an online software programme called MusicFirst to learn about the instruments of the Orchestra by watching instructional videos and reading facts and audio clips about their features and techniques. They have also been learning about theme and variations and experimented with creating their own variations of a theme which involved using virtual keyboards and pots and pans! Year 8 have been learning all about the importance of music in films by looking back through history starting with Silent Films where no sound was recorded from the actors and where audiences only heard live music, often by a pianist to enhance the drama and help tell the story. Students then went on to try and compose their own film music using freeware (BandLab and GarageBand) and finished the term by learning the cup song which has been good fun! Year 9 have been working on their performance skills and have recorded a solo piece from a score on their chosen instrument / voice. They have also been advancing their knowledge of music theory using quizzes, MusicFirst online software and BBC bitesize. Year 10 have been developing their compositional skills by having interactive lessons on a different skill each week (e.g. chord sequences, writing a melody, using texture, adding contrast) and having a go at developing their skills in this area by writing music using free software that they can access from home. Henry Furze, went further and composed a whole piece of music for film which you can listen to here:

<https://musescore.com/user/28807107/scores/6061178/s/MLmn28>



We are currently looking into our provision for Private Instrumental Music Lessons when we return in September. It is likely that we will have a blended learning approach, with some lessons taking place remotely via Teams and some in school where we can meet the safety measures and guidelines outlined by the Department for Education. We will be in touch with final details and thank you for your patience.

Despite some of the highlights of the year being cancelled such as TestFest and our Music Tour to Spain, we remain positive that these events can be experienced again in the future. Perhaps with a renewed energy, focus and appreciation.

Have a lovely summer!

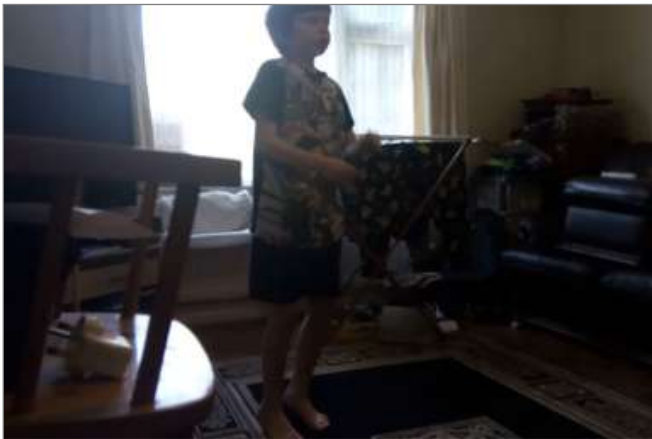
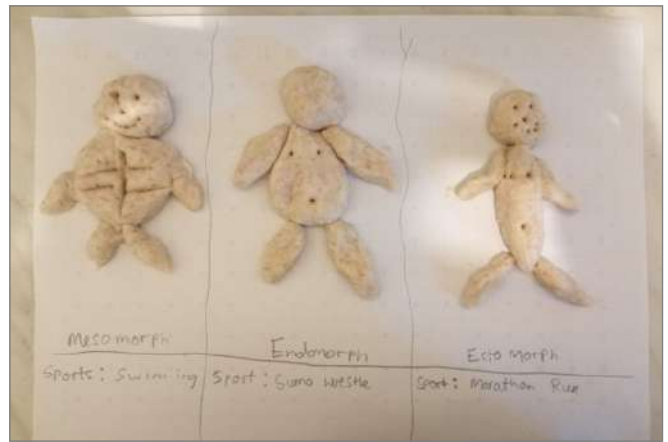
# Physical Education Department

The PE department has had loads of fun thinking up some creative and active tasks for all our students to do and the results have been amazing. Our students have also been enhancing their theoretical knowledge alongside their physical activity which has been great to see.

Some of our highlights have been:

- Students creating their own skill circuits in their own back gardens
- Seeing our year 8 students trying to create a flat bone to protect their 'brain' eggs, thankfully our craniums are stronger than a few of the efforts we were sent!
- Setting the Testbourne Toilet Roll Challenge for all students to complete
- Our GCSE students creating their own somatotype models out of things they could find at home
- Our first virtual sports day being ran and seeing so many students getting into the spirit and compete for their houses from the comfort of their own homes

You can see examples of amazing work that has been sent in to us on the [PE sharepoint](#) news pages and we have included some highlights below:



## Lockdown Experiences

*The things that got me through lockdown.*



*Hannah Batten (9-3)*



# Religious Education Department

Dear all RE students,

I hope you have enjoyed the fortnightly quizzes that I created for you; I learnt quite a lot myself in creating them!

It is with great pleasure that I recognise the hard work and resilience shown by you all and your families; thank you.

## Year 7 and 8

Since the beginning of June, myself and the other RE teachers have been moved by your letters you wrote which have demonstrated your understanding of Islam and Buddhism and their principles. You have shown great empathy and perspective skills as well as offering your reasons as to the effect and impact these principles have on the individual and communities. It has been an absolute pleasure to read your work and be part of your learning journey; we wholeheartedly thank you.

## Year 9 and 10

The time and effort you have put into learning about religious festivals and the impact the coronavirus has had on them this year has been excellently portrayed. You have answered challenging questions well and taken great care to demonstrate a good level of empathy towards those with a religious belief and how they have overcome adversity. Well done and thank you.

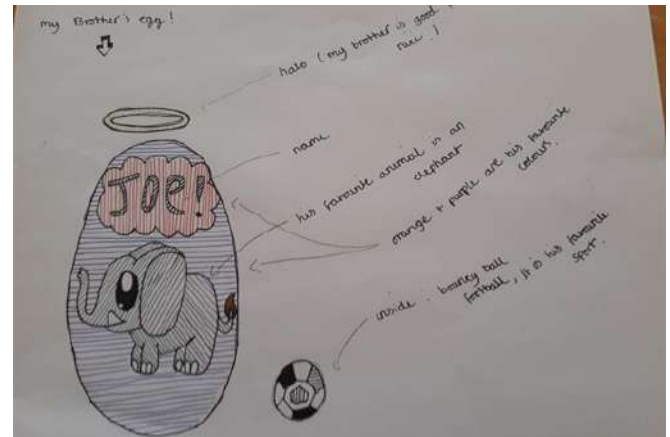
## Year 9 GCSE

In the main you have taken the challenges I have given you and sought to improve your subject knowledge and skills to ensure that you have delivered high quality work and mastered the art of securing the high marks. Keep up the great work.

The RE department is so proud of the effort, motivation and determination to be successful from you all. In particular those of you who have taken their learning beyond the work set and completed online courses or engaged your family/friends/communities in the activities. For most, you have a much better understanding of human kindness, that learning goes beyond the classroom, of community spirit and the importance of relationships. However, you have interpreted the work and coped during these unprecedented times, I salute you and your families. Really well done and thank you.

Best wishes to you all.

Mrs Brooker



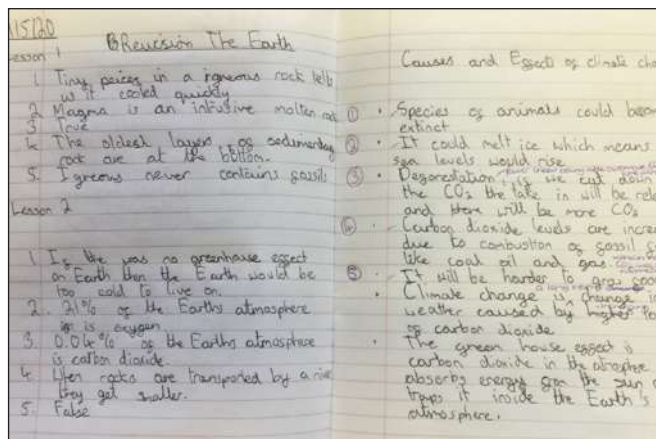
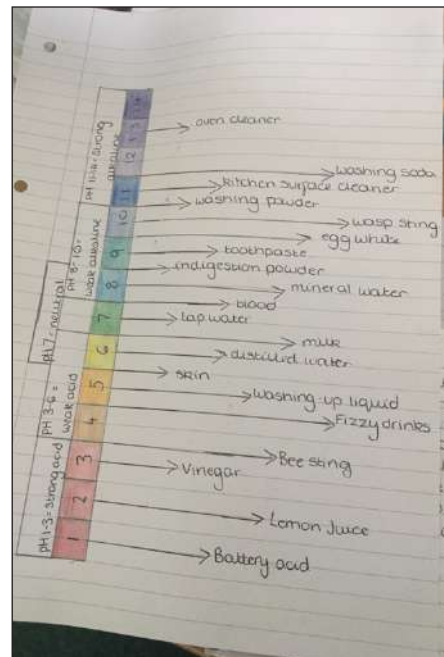
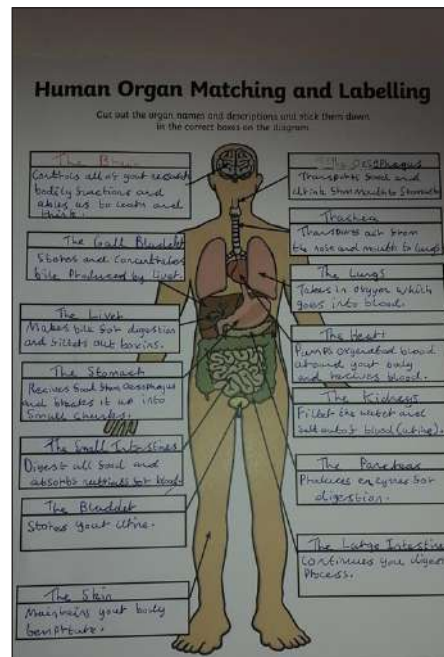
# Science Department

Summer term saw a continuation of the Science provision, with both curriculum and STEM activities provided for students each week. We have had high numbers of students attending the online interactions on Teams and engaging with the lessons on SharePoint, but equally there have been impressive numbers of students completing the optional STEM activities that Mrs Romain has been posting each week.

It has been a very busy term STEM-wise and it has been lovely to see so many students engaging with the activities. Here are some highlights: Tom Bentley (year 8) and Eryn Levey (year 7) had their City of Tomorrow projects entered into the National Showcase. Emma Clarke (year 9) has been busy making a model of the solar system. Ahan Sen (year 8) and Anushka Sen (year 10) were both commended for their entries on the TeenTech Innovation Day website. Kian Clash, Elyse Kenny and Patrick Torrens (year 11) had their space station, built entirely in Minecraft, featured on the TeenTech Innovation Day YouTube channel. A huge number of students tested their science knowledge in the Prefect run science quiz. There were many excellent entries from all year groups for the Shell Bright Ideas Challenge; students are now waiting to hear their feedback - keep your fingers crossed for a winning entry!

If you have some spare time over the summer holidays why not have a look back through the STEM related activities available in the 'Work from Home' folders in the Science area of SharePoint. There are a range of activities from researching about space or zoos, making instant ice-cream and slime or producing a project of your own choice to enter for a CREST Award. If you need any help with any of the STEM activities, please email Mrs Romain at [s.romain@testbourne.school](mailto:s.romain@testbourne.school).

At the beginning of July, the department received a large delivery of new equipment in preparation for students returning to school in September. Mrs Wall, Senior Science Technician, has been busy unpacking and storing the new equipment so it will be ready for use in the next academic year. We can't wait to get back into the labs and put the new kit to good use! Photos of our new equipment will follow in the Autumn term edition of the Tribune.





Mr Dunn, our Science SCITT trainee also finished his teacher training at Testbourne in July. The teacher training year presents trainees with many new challenges to overcome, but I'm certain that Mr Dunn didn't expect his training year to turn out quite as it has, with the challenges of the COVID-lockdown and the introduction of remote learning to contend with! Congratulations to Mr Dunn for completing his teacher training, we wish him the best of luck for his job as a newly qualified teacher at a Basingstoke school this September.

## Remote learning provision

Y10 have covered the B7 Ecology and C10 Using Resources topics. Triple Science students have also covered triple-only content in B7 Ecology and P8 Space Physics. Thanks to Mr Hamilton, Miss Laine and Dr Wilson for setting the work and providing online interactions.

Y9 have covered the B3 Infection & Response and P4 Atomic Structure (Radiation) topics. Thanks to Mr Mead for setting the work and providing online interactions.

Y8 have covered the Earth and Photosynthesis topics during remote learning. Thanks to Mrs Ramsay for setting the work and providing online interactions.

Y7 have covered the Reproduction and Acids & Alkalis topics during remote learning. Thanks to Miss Laine and Mr Dunn for setting the work and providing online interactions.

Finally, a reminder that all students at Testbourne have access to the Activate (Years 7-8) and GCSE Science 9-1 (Years 9-11) courses on the Kerboodle online learning platform, [www.kerboodle.com](http://www.kerboodle.com). Students can log on using their school email address and the institution code **rz99**. Kerboodle provides access to digital text books, revision materials, and online assessments which complement the Science curriculum at Testbourne. Please get in touch with your child's class teacher if they are having issues logging on to Kerboodle.

I wish you and your family an enjoyable summer break.

Dr Richard Wilson  
Acting Assistant Headteacher & Head of Science

### Global Warming

**Definitions:**  
Global warming: a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide.

Climate change: Global warming is the increase of the average temperature of the Earth's climate system and has been demonstrated by direct temperature measurements and by measurements of various effects of the warming.

All these changes to our planet have a negative effect to us and other species (but if humans' actions which cause this). As a result, world's average surface temperature has increased by around 0.5 degrees Celsius over last 100 years. The changing climate patterns have already made significant impact on our planet. Melting of polar ice caps, change in rainfall patterns, increase in frequency of hurricanes, storms are few of the adverse effects of climate change. Scientists predicted that due to ongoing activities contributing to global warming, the average global temperature could increase between 1.4 and 6 degrees Celsius in the 21st century.

Changes in the climate are not something new, in the past, natural factors, such as volcanic eruptions, caused fluctuations in the temperature and rainfall. What is new, is the influence of humans on climate change. We drive our cars, are heating our houses when it is cold outside, and use energy to cook. These day to day activities cause the emission of greenhouse gases, such as methane and carbon. These gases prevent the heat emitted by the earth to escape, causing global warming. Global warming can lead to melted ice, for example in Antarctica where many endangered species live. However, as the ice melts it is making it harder for animals to survive by catching prey, hiding from predators, and finding habitats. If this continues many of these animals will become extinct. To stop climate change and slow down global warming humans need to act! To do this we can use alternate options to which produce greenhouse gases, for example, bicycles can be used instead of cars. Also, cutting down on eating foods made in factories and eating organic foods, just these small changes can make a difference to the greenhouse gases emissions and slow down global warming.

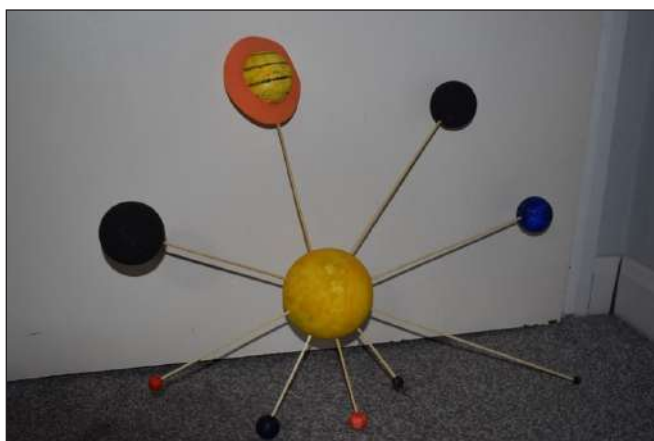
Other Causes for climate change are deforestation. This is the action of cutting down trees, this causes global warming, because trees use carbon dioxide during photosynthesis. To remove carbon from the atmosphere slowing global warming.

$ADCO - BHD = CMI + D + E + F$   
Carbon dioxide + water + sugar + oxygen  
When trees are cut down, they release the carbon dioxide and holding. Also, they stop photosynthesis and stop using carbon dioxide in the atmosphere.

### Questions

- List the planets in our Solar System in order from the Sun.  
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Where is the asteroid belt situated?  
between Mars & Jupiter
- a) At what stage of the lifecycle is our Sun at the moment?  
Main sequence  
b) What forces are acting on the Sun at this point? What is true about these forces?  
radiation pressure & gravity. They are at an equilibrium - balanced
- Put the following statements in the correct order:  
a. The star begins to shine.  
b. Cloud of dust and gas is drawn inward by gravity.  
c. The temperature in the centre becomes hotter.  
d. A protostar is formed.  
e. Fusion takes place.  
f. Disc of dust and gas rotates.  
b, c, d, e, f, a
- How are the planets formed?  
clump gas & ice evaporated, leaving rocks close to the sun 'gas giants' further away. rock & dust particles start to clump together they rotate. Not enough matter to become

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Resource sheet may have been changed from the original.



### Year 8 The Earth

**What is the difference between magma and lava?**  
Magma is molten rock beneath the Earth's surface. Lava is molten rock that has reached the surface and is cooling.

**What is the difference between sedimentary and metamorphic rocks?**  
Sedimentary rocks are formed from sediments that have been compacted and cemented together. Metamorphic rocks are formed from existing rocks that have been changed by heat and pressure.

**What is the difference between chemical and physical weathering?**  
Chemical weathering is the breakdown of rocks into smaller particles by chemical reactions. Physical weathering is the breakdown of rocks into smaller particles by physical processes.

**What is the greenhouse effect?**  
The greenhouse effect is the process by which the Earth's atmosphere traps heat from the sun, warming the planet's surface.

**What is the difference between the greenhouse effect and the greenhouse gases?**  
The greenhouse effect is the process by which the Earth's atmosphere traps heat. Greenhouse gases are the gases in the atmosphere that cause the greenhouse effect.

# Duke of Edinburgh's Award Update

Our Duke of Edinburgh's Award group has continued under lockdown – with online training in First Aid skills, map reading and the Countryside Code - and recently with live group meetings via Teams.

To achieve a DofE Bronze Award, all group members need to learn or improve a skill, do a physical activity and undertake regular volunteering, as well as completing an overnight expedition. Students have been doing a brilliant job of adapting their chosen activities to ones that are more lockdown-friendly over the last few months, if their original activities were no longer possible.

Students learning to cook, speak a new language or improve their musical instrument playing have been able to carry on with these, while others have adapted or have started up something new. Regular running, walking or cycling has sometimes taken the place of team and club sports, unless it was possible to carry on via online platforms. Well done to Catrin Stewart and Louisa Rosevear who switched to learning karate via Zoom and are working their way up through the grades.

The volunteering section has proved the biggest challenge, but the DofE is happy to allow tutoring of younger siblings, litter picking, or providing help to people in the community. Students doing football coaching or helping with youth groups such as Brownies have also been inventive and continued planning sessions to use later in the year, or provided coaching via videos or online.

Congratulations goes to Gabbie Philpott who is the first person from the group to complete the Skills, Physical and Volunteering sections, and well done to everyone else who is taking part and continuing to work towards their Awards.

We are all keeping our fingers crossed that the two-day Expedition can go ahead next term. We may still have to adapt it to fit with the evolving COVID situation, but in the meantime, students have had the opportunity to borrow a tent from the DofE store to practise camping skills at home.

If any current Year 9s are interested in taking part next year, do look out for our launch event next term, where you will be able to find more about the Bronze Award and have the opportunity to join the DofE group.

Sue Nottingham, DofE Manager





# Library Update

As we went into lockdown, over 900 books were checked out to our keen students, which shows just how important reading is in our school. We also launched our eBook library (accessed on SharePoint), and continue to add more items to the Library Resources page on the Student Portal, including essential, and challenging, reading lists for KS3 and KS4 students.

It has been a great time to keep up to date with new releases and order new stock for September. We have a number of poetry books to enhance our collection (kindly funded by the PTFA), including new verse novels and award-winning anthologies. We have also been donated a generous selection of new graphic novels, which I know will be very popular.

The Hampshire Book Award was launched with our Year 8 judging panel just before lockdown, and whilst the team have not had access to all of the books yet, this event has been postponed until the Autumn term, so there will be plenty of time for them to read the shortlist before voting for their favourite title.

I hope you've all enjoyed reading my book recommendations in our weekly TLC newsletter this term. Reading for pleasure is so important and is proven to boost mental health and aid relaxation, as well as assisting with academic attainment. I can't wait to get back in the library and get more great books into the hands of our students.



## PTFA Sponsor new kit for Rugby & Football Teams

We have received some sponsorship from the PTFA to cover 50% of the costs for new kit for our Rugby and Football teams. We are looking to launch a sponsorship plea to local companies sometime in the next academic year when things continue to return to normal, to cover the rest of the costs. In return for sponsorship we will offer companies advertising space on the new kit and promote this venture using our school website and social media. We are excited about the prospect of expanding links with the local community and feel that this partnership could be mutually beneficial and help promote a local business for a small amount of money.

If you have a business or know of one that might be interested, then please do get in contact with Mr Smith, Head of PE ([j.smith@testbourne.school](mailto:j.smith@testbourne.school)) to discuss this further.





## Joint PPE Project with Costello School

Chris Robert, Maths Teacher, has made more than 2,000 pieces of personal protective equipment (PPE) for the local community during lockdown.

Mr Roberts has used the school's laser cutter to make more than 2,000 PPE masks for the NHS procurement team serving Basingstoke, Andover and Winchester hospitals. Visors have also gone out to groups in the community, including the town's doctors surgery, Lloyds Pharmacy and care homes.

The school has been working in collaboration with Basingstoke's Costello School, whose Design and Technology teacher, Claire Young, started the project and raised £4,500 on Just Giving to fund the project. A remarkable effort - well done to both Chris and Claire!



## School Games Award

The School Games Mark is a government led awards scheme to reward schools for their commitment to the development of competition across their school and in their local community. Due to several factors, Youth Sport Trust decided to suspend School Games Mark for this year but schools across the Country can be awarded with a 'Certificate of Recognition'. This award is for schools who have shown ongoing commitment and achievement in the School Games programme during the Autumn and Spring Terms. The award for achievement does not replace School Games Mark but is an acknowledgement of the excellent work being achieved by individual schools.



I am very pleased to inform you all that Testbourne has now received this certificate as we have offered a range of opportunities in PE, Sport and Physical Activity for all students in our school throughout the year.

Since September, our PE department has been running a full extra-curricular programme. We have run several clubs every night after school which have been open to all year groups. Participation levels to our clubs have been high which enabled us to enter many competitions for both boys and girls. As a school, we have been supported by our local community and we have had representatives from Basingstoke Rugby club running a girl's club as well as representatives from Overton Rugby Club helping with our boy's teams. Our girls have taken part in mini rugby festivals and started playing matches with other schools. This is just a few things that have been occurring throughout the Winter and spring months at school.

We are very excited about the future and we are already thinking about the vast programme of extra-curricular activities we are hoping to run next year. A full timetable will be available for you to view when we are all safely back at school.

# Volunteers' Week

As part of Volunteers' Week Testbourne Community School would like to recognise some of our volunteers who give up their own time freely and provide us with so much support.

## Duke of Edinburgh's Award Team

Testbourne would like to say a big thank you to the volunteers working with the school's Duke of Edinburgh's Award team. A huge thank you to Dave, Vince, Colin and Cassie, and also to Mrs Brooker, Mrs Nottingham and Dr Wilson, who are involved on a voluntary basis on top of their usual teaching. Thank you to all of them for being DoFE Team Leaders and making it possible for a group of Year 10 students to take part in the DoFE programme and to achieve their Bronze Award each year. Students gain all sorts of skills and experience along the way and we really appreciate all that you do as volunteers. Thank you!

## Community Volunteers

We would like to say a huge thank you to the following people who volunteer their time for free to help our community team run our Friday Lunchtime club: Sarah Castle, Alan Phillips, Jennifer Lewis, Frank Walker, Cara Scarfe, Nick Dorey, Sue Dorey, George McNulty, Celia Bacon, Debbie Palmer, Stanislava Powell and Caroline Barber. We would also like to thank Carole Attwood who helps the community team coordinate the charity backed group 'Out and About' club. Day trips are organised and subsidised for elderly residents in Whitchurch and surrounding villages. Both the lunchtime club and 'Out and About' club provide such a valued service for people within our local community and we couldn't run these activities without your support, so thank you!

## Rachel Turner - choir assistant

Rachel Turner volunteers her time every week to help assist our choir Bella Voce. She is an experienced singer and offers valuable advice and guidance for our singers on all aspects of choral singing and technique. Bella Voce has developed and strengthened year on year thanks to Rachel's direction and support; not only that, she helps with our performances and events and is a core member of the Bella Voce community who is admired and appreciated by all. Thank you for all you do Rachel – we really do appreciate your devotion!

## PPE Joint Project

We wanted to say a huge thank you to Claire Young from The Costello School for initiating the PPE project and to Chris Roberts from Testbourne who has assisted with this project. An incredible amount of face visors have gone out to so many local key workers in need. They have both worked tirelessly on this as well as juggling remote learning demands (often simultaneously) demonstrating great integrity and kindness. Well done and we applaud you!





# City of Tomorrow Competition

Congratulations to Tom Bentley (Year 8) who has had his entry from the City of Tomorrow Competition put forward to the National Showcase on the 10th July 2020. Here is an overview of his project:

"My building is a low profile Eco-building with a living roof to accommodate a drone transport hub which will make transport more efficient and environmentally friendly, as well as fast and affordable, and accessible to all."



## Gardening at Home

As Mrs Baulch has not been able to start her gardening club this term, she instead made planters out of some old shipping pallets, painted them with forest green fencing paint. She sent them home to a few students along with compost and some salad and herb seeds, so they could embark on their own summer 2020 gardening project, with a view to do a gardening club when the time allows.



## Uniform Notice

As per our recent correspondence, we are making some slight changes to our uniform and PE kit for our new Year 7s starting in September 2020. These changes are minor cosmetic changes to reflect the rebranding that we went through with the development of our new website. The uniform/PE kit changes consist of:

- A change in the design of the badge/logo and colour scheme (from gold to white).
- A change of the tie trim from gold to white.
- A change of the PE kit from gold colourways to white.

The intention is to phase these changes in as each Year 7 group join us and to do so whilst causing minimal financial penalty and inconvenience for our parents and carers. In September, Years 8 – 11, will not be required to change their uniform or PE kit. More information regarding our Uniform and PE Kit can be found on our school website: <https://www.testbourne.school/uniform>

*Please note that full uniform is expected when students return in September.*

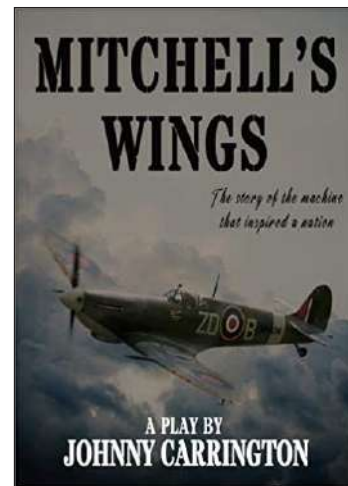
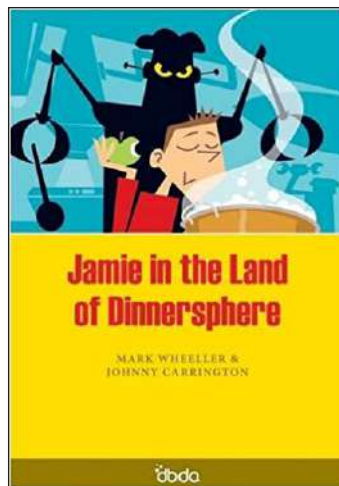
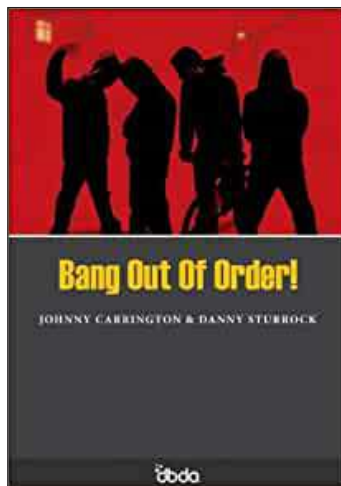


# Playwright in the Drama Department

Johnny Carrington has been Head of Drama at Testbourne since he arrived in 2016, but what you may not know is that amongst Johnny's hobbies is playwriting - this makes perfect sense for a drama teacher. His first published play was a collaboration with a colleague at his old school on anti-social behaviour. The play was called 'Bang Out Of Order' and has picked up numerous awards at drama festivals as well as the government 'Taking a Stand' award. Johnny took it to the Edinburgh Fringe where it played to packed houses – well, packed for the Fringe with about 30 in the audiences! This was followed up with another collaboration, this time with Mark Wheeler, and the play came out of an enrichment activity with a drama class on healthy eating and was subsequently endorsed by the School Food Trust



The most recent play some of you may know, is the production on mental health that the new Testbourne Youth Theatre performed last year. Called 'Silent Voices', it tackles schizophrenia and it played to some excellent feedback; the plan is to try and take it to drama festivals when the current situation allows it.



On July 10<sup>th</sup> this Year Johnny's latest play was released. 'Mitchell's Wings' follows the life of RJ Mitchell (designer of the Spitfire) and his wife Flo, how they met and how she supported him through his battle against cancer. The play also looks at how other people's lives were touched by this iconic machine. He interviewed people from all walks of life, from Battle of Britain aces to ladies who worked in the Supermarine factory in Southampton. Uniquely, however, this play uses their real testimonies to help tell the story. Johnny feels this is a play about inspirational people whose stories deserve to be heard. As agreed with Gordon Mitchell (son of RJ) and Bob Doe (RAF ace), Johnny will be donating a percentage from every copy sold to the RAF Benevolent fund and Cancer Research. If you are interested in reading the play, it is available on Amazon.

Johnny, who has a pilot's licence said that writing Mitchell's Wings was perfect for him... a combination of drama and aeroplanes!

# Thoughts from our Support Staff

Some of the 'unsung heroes' of the school during its partial closure have been our support staff who have continued to work tirelessly to ensure that students and staff are kept safe and supported. From sending regular correspondence and cancelling events to introducing social distancing in classrooms and one-way systems in corridors. Please read some reflections of their experiences in this unprecedented pandemic and how its impacted on their work.

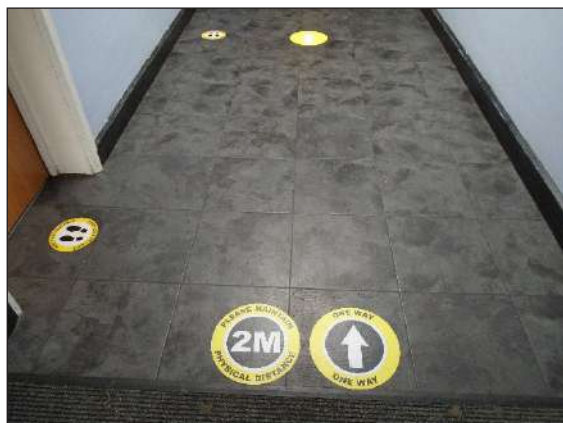
## Paul Yeates – Site Manager

So many of our normal day-to-day jobs have disappeared since the lockdown such as setting out chairs for assemblies and events and liaising with hirers and it has been very quiet around the main school site. Some unexpected benefits have been that we've been able to catch up on jobs that we would only normally complete during the summer holidays. Over the past few months we have been able to action the following:



- Build a new shed and replaced the roof of another
- Decorated room 5 and converted room 6 into a Head of Year Office
- Purchased the equipment to clean tennis courts and replace the fence
- Painted white lines on all steps around the site
- Tidied up the site in general
- Planned for the new changing facilities to be installed for Dance
- Planned and booked the Sports Hall floor to be refurbished
- Planned and booked in the final phase of the changing room refurbishment in PE

Some of the challenges we've faced have included sourcing materials to mark out rooms and the one-way system as well as trying to get hold of anti-bacterial wipes, spray and Hand Sanitiser. When we prepared for the return of the Year 10s we also had to mark out classrooms with each place being 2 metres apart, then marking the location of each table and each seating position. This was in excess of 200 positions, so this was quite a challenge and a task I never envisaged having to do in my role! This came with the added issue of storing all of the redundant tables and Chairs.



All in all, we have been grateful that we have been able to continue working but are looking forward to returning to normal in September!

## Etsuko Sentance – PA to Headteacher

The admin team and I have been working from home since the lockdown. Fortunately, due to the nature of our roles, a lot of the work can be done remotely however I have encountered some difficulties which I am sure many families can relate to... My whole family are having to share every available space in the house; kitchen and lounge became the home office. Working from home with school age children also comes with its challenges. If I needed to have a private conversation with my colleagues on Teams, I needed to resort to the bedroom or very warm conservatory!





One of the positives to come out of remote working is that our staff have engaged with the full potential of Office 365 system. It has been a steep learning curve for some but it has meant that everyone can work more efficiently, effectively and collaboratively.

I really missed seeing colleagues and students as well as the buzz of the school environment. I am looking forward to returning to some sort of normality in September, including not having random meetings in the school car park!



### Adrienne De Noia – Catering Manager

We have obviously had nowhere near the number of students and staff to cater for over the last few months so the way we've had to adapt has been quite exceptional. We have had skeleton staff in which has been really difficult to manage; I had to put staff in 'bubbles' and reviewed our practices to ensure that everyone was safe. We are fortunate not to have had to furlough staff and we have made the most of the downtime by doing a deep clean, researching into foods with allergens so we can improve labelling and create new menus for September.



We are looking to have introduce a 'grab bag' for students in September which they can take away for £2.60 and includes either a panini or baguette, a fruit pot and a bottle of water to replace the meal deal. Food will be readily available to take away from the counter, so staff do not have to serve students directly to keep everyone safe and speed up the service. We will also have additional measures in place to ensure that surfaces are regularly sanitised. It will feel a little strange at first with our staff wearing masks and face visors on the tills, but we are looking forward to welcoming everyone back in September. We realise the importance of getting all students back to school and for them to try their best to make up for the lost time.





# TCS Virtual Sports Week

As you may be aware, July is when Testbourne would normally host our annual sports day event. However, due to current circumstances this could not go ahead. So, with a little bit of thought and ingenuity we launched our first ever Virtual Sports Week which saw hundreds of students getting involved in a range of physical challenges.

The Virtual Sports Week, held from 13 – 17 July, included 8 different challenges that the students could complete from home and then upload their results onto our school website. Below are the challenges, followed by the best results by Testbourne Students!



## **How many push ups can you do in 30 seconds?**

- James Littley 10-5 from Oak House completed 43 in 30 seconds!

## **How many sit ups can you do in 30 seconds?**

- Daniel Gage 10-2 from Willow House completed 39 in 30 seconds!

## **How long can you hold a plank position for?**

- Lorca Clifford 8-1 from Beech House held a plank for 6 minutes 4 seconds!

## **How many times can you throw a ball against a wall and catch it again in 30 seconds?**

- Daniel Silverwood 7-6 from Willow House completed 45 catches in 30 seconds!

## **How many keepie uppies can you do?**

- Amy Smith 10-1 from Beech House did 641 keepie uppies!

## **How many burpees can you do in 30 seconds?**

- Isaac Hodges 7-6 from Ash House completed 30 in 30 seconds!

## **How many squat jumps can you do in 30 seconds?**

- Mimi Painter 7-2 from Willow House completed 40 in 30 seconds!

## **How far can you run in kilometres?**

- Sophie Ellis 9-2 from Beech House ran 10.4 kilometres!

Each entry that a student submitted gained them 10 points for their House, these were shared on social media daily as a running total. Within each challenge, the total number/time/distance would be added up for each House to give a 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> position within each challenge. The House that won a challenge received 100 recognition points towards the overall House leader board. 2<sup>nd</sup> place within a challenge received 75 point towards the overall House leader board. 3<sup>rd</sup> place received 50 points and 4<sup>th</sup> place received 25 points.



TOTAL AMOUNT OF BURPEES			TOTAL AMOUNT OF KEEPIE UPPIES		
<b>ASH</b>	311	1 <sup>ST</sup> = 100 POINTS	<b>ASH</b>	299	4 <sup>TH</sup> = 25 POINTS
<b>BEECH</b>	169	3 <sup>RD</sup> = 50 POINTS	<b>BEECH</b>	912	1 <sup>ST</sup> = 100 POINTS
<b>OAK</b>	169	3 <sup>RD</sup> = 50 POINTS	<b>OAK</b>	339	3 <sup>RD</sup> = 50 POINTS
<b>WILLOW</b>	305	2 <sup>ND</sup> = 75 POINTS	<b>WILLOW</b>	364	2 <sup>ND</sup> = 75 POINTS

TOTAL AMOUNT OF SIT UPS			TOTAL DISTANCE RAN IN KILOMETRES		
<b>ASH</b>	377	2 <sup>ND</sup> = 75 POINTS	<b>ASH</b>	54.1km	2 <sup>ND</sup> = 75 POINTS
<b>BEECH</b>	259	4 <sup>TH</sup> = 25 POINTS	<b>BEECH</b>	56.48km	1 <sup>ST</sup> = 100 POINTS
<b>OAK</b>	293	3 <sup>RD</sup> = 50 POINTS	<b>OAK</b>	39.4km	3 <sup>RD</sup> = 50 POINTS
<b>WILLOW</b>	522	1 <sup>ST</sup> = 100 POINTS	<b>WILLOW</b>	34.46km	4 <sup>TH</sup> = 25 POINTS

TOTAL AMOUNT OF CATCHES			TOTAL AMOUNT OF TIME HELD IN PLANK		
<b>ASH</b>	430	2 <sup>ND</sup> = 75 POINT	<b>ASH</b>	36m 22s	3 <sup>RD</sup> = 50 POINTS
<b>BEECH</b>	251	3 <sup>RD</sup> = 50 POINTS	<b>BEECH</b>	60m 45s	1 <sup>ST</sup> = 100 POINTS
<b>OAK</b>	180	4 <sup>th</sup> – 25 POINTS	<b>OAK</b>	35m 31s	4 <sup>TH</sup> = 25 POINTS
<b>WILLOW</b>	457	1 <sup>ST</sup> = 100 POINTS S	<b>WILLOW</b>	54m 40s	2 <sup>ND</sup> = 75 POINTS

TOTAL AMOUNT OF SQUAT JUMPS			TOTAL AMOUNT OF PUSH UPS		
<b>ASH</b>	642	1 <sup>ST</sup> = 100 POINTS	<b>ASH</b>	258	3 <sup>RD</sup> = 50 POINTS
<b>BEECH</b>	391	3 <sup>RD</sup> = 50 POINTS	<b>BEECH</b>	171	4 <sup>TH</sup> = 25 POINTS
<b>OAK</b>	309	4 <sup>th</sup> = 25 POINTS	<b>OAK</b>	330	2 <sup>ND</sup> = 75 POINTS
<b>WILLOW</b>	612	2 <sup>ND</sup> = 75 POINTS	<b>WILLOW</b>	408	1 <sup>ST</sup> = 100 POINTS

THEREFORE THE 2020 VIRTUAL SPORTS DAY CHAMPIONS ARE... WILLOW!





# Art Department Showcase!

Our Year 11 time was cut short, only weeks before their Art exam. Luckily, we had already taken in their coursework, so we have made a 'virtual exhibition' video celebrating some of the work they completed before lockdown. The students were given the previous year's exam paper, so the themes are quite varied, but I'm sure you'll agree there is a great deal of creativity and individuality!



## Testbourne Community School

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