



Holywell News



Issue No: 156
March 2021



**REMEMBER PUPILS
ARE BACK TO SCHOOL ON
TUESDAY 13TH APRIL
HAVE A GOOD HOLIDAY**

Headlines:

This time last year we had just completed two weeks of Lockdown and working from home! I don't think that any of us envisaged still being in Lockdown a year later. The value of the month last year was 'Endurance' – never giving up in the face of adversity ... a value which we needed to embody to carry with us throughout last year. Once again, our value of the month is rather timely and apt: COMPASSION. Our Values Ambassadors came up with this definition:

Compassion means being sensitive to the feelings and experiences of other people and responding to them with warmth and care.

As we return to school, we will need to respond warmly with smiles and kind words.

We must try to care for and support everyone especially those who have been sad and unhappy during the last few weeks.

We could also show compassion for those outside our school community by raising money for **Comic Relief and NHS Charities through our **Lent Giving Jars****

The link between 'walking a mile in someone else's shoes' and then taking action to help and support them has been our key message this month. We know that some of you have been through a very challenging year and we are here to support everyone as we get back to some normality. We will be doing some work with staff, students and with parents/carers too on dealing with stressful situations and anxiety after Easter and we are delighted to be working with a Bedford-based charity: 'Making Me'. Watch out for details of a parent workshop after Easter.

As ever, the students have surprised and delighted us with their thoughtfulness and their resilience. They have continued to produce lovely work – I have just spent the last few evenings reading the amazing Greek myths which my Year 6 English group have written – they really have absorbed all we did during Lockdown via Zoom and they have created some brilliant characters, creatures and stories. Year 6 usually have an Art project at this time of year creating SATs Monsters ... this year, as SATs have been canceled, the project was adapted to create 'Mindfulness Monsters' ... this display in the Macfarlan Room gives a flavour of some of their designs





Students and staff had great fun on World Book Day (in school and at home) and, as I mentioned last year, the Easter break might be a good opportunity to disappear into a good book. Some recent recommendations include: 'The Shadow of the Minotaur (Alan Gibbons); 'The Song from Somewhere Else (AF Harrold); 'The Shattered Sea Trilogy: Half A King / Half the World / Half a War' (Joe Abercrombie); anything by JRR Tolkien or Philip Pullman or, for a collection of short stores and poems, try 'M is for Magic' (Neil Gaiman).



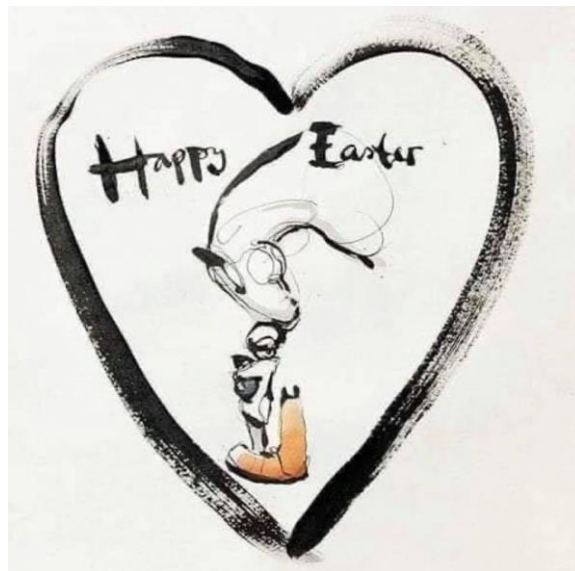
Our home-testing programme continues during the Easter break for staff and KS3 students. If your son/daughter is in Years 7 or 8, please continue to home-test twice a week and send us the results via the simple WEDUC form. We will do an 'on-site' test for KS3 students during the first week after Easter for added safety.



As we approach another Easter Lockdown, we have been reflecting on the Easter story and how we can 'live out resurrection love' – bearing with one another and being eternally hopeful and optimistic. Bishop Alan from the Diocese speaks of this challenge in his message to schools (originally intended for school staff and governors, but we thought it worthwhile sharing with students and families):

<https://youtu.be/ALqlohH5Usg>.

I hope that you find some peace and space during the Easter break. Stay safe.



Best wishes
Mr Simpson

Staff News

We said farewell to Mr Jolley two weeks ago as he took up his new post back in further education. Mr Singh has done a great job for us covering the last two weeks of term. After Easter, we welcome Miss Uddin to the Holywell team.

Miss Warren and Mrs Craffy will soon be re-joining us as they return from maternity leave. Miss Warren has already started back teaching on a Thursday. She has also been supporting students through our new Art and Chat sessions.



School Caterers



Please note the School Caterers operate a cashless system, so no money is taken at the kitchen. A small number of pupils are still bringing in cash for lunch. Please can parents regularly check the balance on their child's Parent Pay account via the ParentPay website: <https://www.parentpay.com/>.

If there are any difficulties with loading money onto the account, please contact the school office.

Breakfast Club



We are still running breakfast club from **8.00am** to **8.45am**, for **just £1.00 per day**.

If your child would like to attend on a regular basis, please ask the office for a letter.

We will now be serving limited food on a pre-order basis.

email: breakfastclub@holywellschool.co.uk

We look forward to seeing you there.

Mrs Playle and Team



Money for Uniform, Charities and, hopefully in the near future Trips!

Please pay online whenever possible, with the link on our website.

Tucasi (SCO.com) For payment of the following:

- Trips
- Early risers/breakfast club (booking form must also be completed)
- Ordering School tie/blazer badge.



If you have not previously logged in to Tucasi you will need an access code from the school. Please email ntallentire@holywellschool.co.uk for this code.

Parent Pay (Payment for tuck/school dinners)

Please remember to check your child's Parent Pay account balance regularly.

You can set up to receive a reminder email when the account credit goes below a certain level. To do this log in to your parent pay account>communication>alert settings>balance alerts> under threshold set an amount and tick email alert. Once the credit goes below this level you will receive an email reminder to top up the balance.

For queries with regards to Parent Pay please email: school@holywellschool.co.uk

For web pages for the above please go to <https://holywellschool.co.uk/Parents>online payments>.

All cash / cheques brought into school by students should be in a **sealed named envelope**, showing the reason for payment and should be given **straight to the office**. Cheques should be made payable to 'Holywell School'.



We also have the facility to pay by credit / debit card in person at the school office.

ABSOLUTELY NO NUTS OR NUT PRODUCTS IN SCHOOL



Could everyone please be aware that we have several children and members of staff with **severe nut allergies**. If your child comes to school with a packed lunch, or just brings in snacks for break time, **please ensure that nuts are not included** in any shape or form (**including Nutella or Peanut Butter**). Your co-operation in keeping everyone safe at Holywell is greatly appreciated.

For those students having school dinners provided by AiP, please ensure you have completed their '**Special Dietary Allergy/Medical Meal Request Form**', available from the Kitchen.

PRACTICAL REMINDERS

- **Hydration Guidance:** All students should have a water bottle (labelled) and they are encouraged to take regular sips during the day.
 - Bottles must be anti-spill bottles - NOT GLASS - with sports tops
 - Water bottles should be carried separately from school books and library books
 - Water bottles are not allowed near electrical equipment
 - Water bottles and drinks must be for personal use only
 - Teachers have the final word in lessons as to when and if they can be used
 - Bottles must contain still WATER! Flavoured still water or sugar-free squash is also an acceptable alternative, however, water is best! (Fizzy drinks – including sparkling water drinks or power drinks – are not allowed in school.)
- **Uniform** – If you are refreshing uniform, please make sure that the correct uniform is purchased. Make sure that shoes are shoes (no trainers)! Trousers and skirts should be grey and not black; skirts should be the correct length.
- **Chewing Gum** – Chewing gum is **not** allowed and should not be brought into school.
- **Mobile Phone Policy** – Reminder that we are now a non-smart-phone school. Smart phones are not to be brought on-site. Non-smart phones for communicating with parents out of school hours are allowed with a permission slip and are the responsibility of the child. If smart-phones are found on-site, they will be confiscated and will need to be collected by a parent. Full policy on the website.
- **Behaviour – To / From school and on the buses** – we expect the same high standards of student behaviour on the bus and walking to and from school. Students should also make sure they are behaving safely at all times – eg. seat belts on, walking a safe distance away from the pavement, not crossing in front of vehicles, etc.
- **Haircuts** – Keep it professional! No fashion cuts, no lines or patterns, no colours, nothing shorter than Grade #2.



Summer Uniform

At the start of the summer term (after Easter) students will have the following two options re: uniform:

- a) **Either continue to wear blazers, white shirts and ties.**

OR

- b) **Wear a white polo shirt (without a tie) and a blazer.**



It is always lovely to hear about what students have been up to in their own time. Ellie is interested in archeology and loves exploring fossils. She has become a member of Bedford Young Archelologist's Club and was featured in a recent online article.



Ellie's Experience of the HS2 YAC Session



Ellie, a member of Bedford YAC, attended the HS2 YAC session which took place in February and wrote about it for her branch. She has kindly allowed us to share it with the whole YAC network.

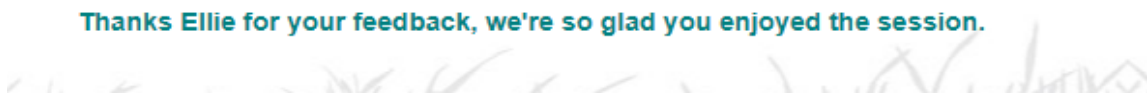
I recently took part in a Zoom meeting with YAC about the HS2 Park Street burial ground dig in Birmingham where they have unearthed 6500 skeletons. I saw how differently people

back then were buried according to how rich or poor they were. They brought extra earth in and buried the poor on top of each other.

The rich people had lots of space between their graves, and some even had crypts, some were buried with plates, jewellery and dress accessories. We looked at skeletons found there; they showed the effects of illnesses like tuberculosis that can affect the bones. Some bodies had been taken for medical research to practice operations on and then put back.

It was interesting seeing what artefacts had survived, but I especially liked seeing the skeletons and seeing the effects illnesses had on them.

Thanks Ellie for your feedback, we're so glad you enjoyed the session.




PE Department News

With **clubs** and **teams** being able to start back up very soon, we would hope that many of you will be attending as many of these activities as possible! If you would like your club/team to be promoted at school to encourage others to join, then please send details to meames@holywellschool.co.uk.



Extra-curricular – We are hoping to start up our extra-curricular activities after Easter. More details to follow.

Mr Eames



CHALLENGE 101

This time last year Sir Captain Tom Moore began his challenge to walk 100 lengths of his garden before his 100th Birthday.

Not only did he achieve this but he captured people's hearts across the world and raised more than £32 million for the NHS.

www.teambedsandluton.co.uk

April 2021

NOW ITS YOUR TURN!

Sir Captain Tom Moore would have celebrated his 101st birthday on the 30th April. To honour his memory, we invite you to take part in our 101 Challenge.

HOW DO I GET INVOLVED?

You can choose any of the challenges below or even create your own!

COMMUNITY CHALLENGES

- Collect 101 pieces of litter
- Carry out 101 Good Deeds
- Make 101 people smile

PHYSICAL CHALLENGES

- 101 Exercises such as star jumps
- 101 km walk, run or cycle
- 101 of a skill such as keepy uppies

CREATIVE CHALLENGES

- Build something with 101 Lego Bricks
- Write a poem or story with 101 words
- Write a '101 themed' sea shanty.

Show us your challenges

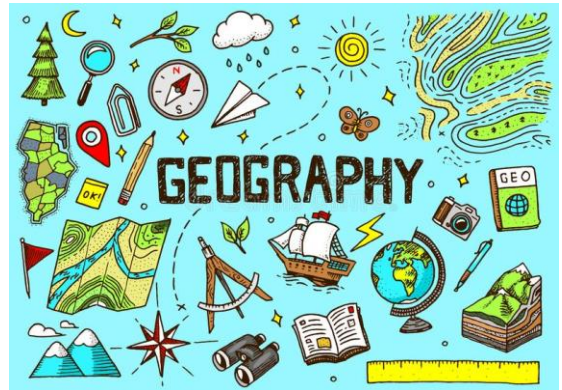
@BedsSchoolGames

#Challenge101

GOOD LUCK!

Geography Department News

Year 8 have produced some excellent work on coastal erosion and the landforms they create. Over the course of their online learning they were given the task of making an erosional landform, either a headland, bay or wave cut platform, out of household items and we had lots of impressive work sent in!

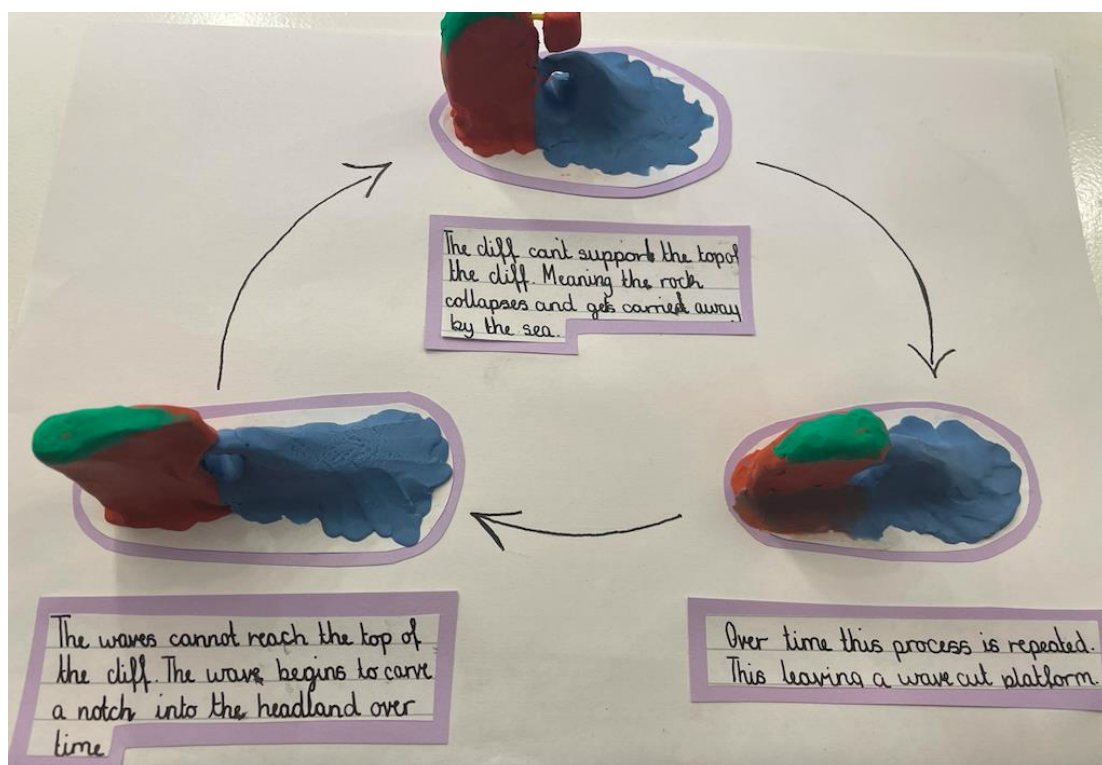


Year 7 have been learning about Development and have been discussing why some countries have developed at a faster rate than others. It has been lovely to see their understanding of LIC (lower income countries) and HIC (higher income countries) improve over the course of the term. They have produced some wonderful pieces of extended writing too.

Year 6 have been learning about the journey of a river. They have discovered how the river channel changes as it moves down stream and produced some fantastic annotated diagrams to show the journey of water molecules through the hydrological cycle. Over the last two lessons they have been discussing the impacts of flooding and how these could be reduced in the future.

Year 5 have produced some amazing work about Extreme Environments. Over the last term they have discovered why environments such as Antarctica, the Sahara and Mount Everest would be considered extreme for humans. They have produced wonderful pieces of extended writing to explain why we would struggle visiting these environments.

Miss Jones



Erosion of a Headland Model by Isabella, Year 8

MY WATER CYCLE JOURNEY

Hi, I am Dave the drop, but you can just call me Dave. I am a water molecule. I go round and round the **water cycle**, and sometimes I get a bit dizzy high up in the sky. I go through seven different steps, but I can really only go through six in one cycle.

So, first of all I go through **evaporation**. It basically feels like turning into a ghost. I turn into water vapour after I get taken out of my water source, and the sun's energy pulls me up like a lift.

Secondly, I turn into **condensation**. That makes me turn into a cloud, a big fluffy cloud. It is a little bit crowded as all of the other water droplets are squeezed together in one big fluff ball.

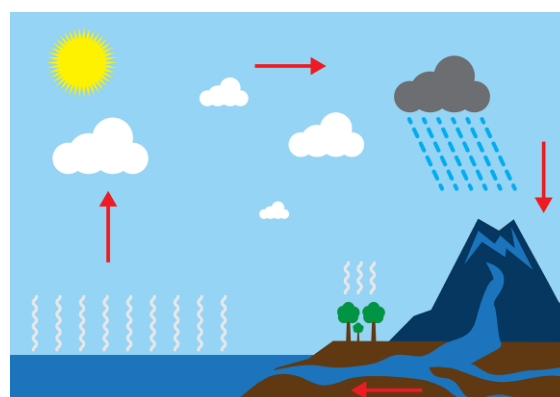
Next, some of the other water droplets go through **sublimation**. They also turn into **water vapour**. But the thing is, they are made of bits of ice! They don't even turn into water first!

Then, we finally get let free out of our cloud. We zoom down onto the land eager to stretch our legs. The water droplets that used to be ice rain down as snow. This is called **Precipitation**.

Next is **transpiration**. We get absorbed by the soil and we go into the roots of plants. We help keep them alive by doing this. After we are done doing that, we climb to the top and go through tiny holes in the leaves and escape. We go back into the biosphere and turn into a gaseous faze.

Now getting near to the end of the water cycle, we run along the surface of the ground back to our water source. It is called **Run-Off**. The snow the melts and also joins in the **Run-Off**. This would take a couple of months on average.

by Max, Year 6





Emergency Contact Details



Please remember to inform the school office of any changes to your contact details. This includes **change of your home address, telephone numbers** (even temporary changes) **and doctors' details.**

This is very important, as it enables us to reach you in case of emergency. Thank you.

Attendance and Holidays in Term Time



School attendance became mandatory for all students from 8 March 2021. Parents / Carers should be aware that under current government guidelines **we can NOT give permission for any holiday in term time.** Holidays will be classed as **unauthorised absence** for your child. There may, however, be events that a student takes part in out of school which require him / her to miss a school day – we will continue to consider that sort of request. However, it is clear that the

government and external authorities will want a very persuasive argument for us to be allowed to record any absence as a permitted time out of school. **No leave will be authorised during the first two weeks of the school year or during exam periods.**

Parents/carers wishing to apply for leave of absence are required to fill in a **Leave of Absence Application Form** in advance and before making any travel arrangements (available from the school office and to download from the school website). We always take a reasonable, supportive approach to requests (especially with regard to fines) however, taking 'the odd day' here and there can have a HUGE impact on learning.

Getting your child to school really matters.

If your child's attendance during the school year is	Your child would have lost approximately.....	Your child would have missed approximately....
95%	9 days	50 lessons
90%	19 days	100 lessons
85%	29 days	150 lessons
80%	38 days	200 lessons
75%	48 days	250 lessons
70%	57 days	300 lessons
65%	67 days	350 lessons

Absence = Lost Learning

As we are approaching the Easter holidays, just a quick reminder on how we can stay safe whilst out and about

Teaching children about stranger danger

Basic Stranger Danger rules include:

- never go anywhere with a stranger
- never accept gifts or sweets from a stranger
- never get in a car with a stranger
- never go off on your own without telling your parents or a trusted adult
- tell your child it is okay to break the rules if they are in danger
- encourage your child to YELL, KICK, SCREAM, LIE or RUN AWAY, if they feel they are in danger
- give your child a code word or sign that only you and your child (and another parent/carer) know. They can use it when they feel they are in danger but don't want other people to know
- tell your child to stay with their friends and not to go e.g. to the park on their own.

Strangers

A stranger can be described as someone that we don't know or someone that we don't know well. Say that nearly all people are kind but that there are a small number of people who might not be. We cannot tell who is kind just by looking at them. We must never go anywhere with a stranger or do anything for a stranger. It doesn't matter what they say to us, we should always tell the grown-up who looks after us if a stranger talks to us.

Safer strangers

As well as understanding that some strangers are dangerous, it's important for children to know about adults they can turn to if they are on their own and in trouble.

Safer strangers will usually be wearing a uniform.

Safer strangers could be Police Officers, Police Community Support Officers, traffic wardens, shopkeepers, check-out assistants, paramedics and others. Say we can all recognise them quickly because of their uniforms.



Safer buildings could be banks, post offices, libraries, medical centres, shops, supermarkets, leisure centres and others. If your child can't see a **safer stranger** outside they should look for a **safer building** to go into to ask for help from the people who work there.

Tell the **safer stranger** their name and where possible the parent / carer's phone number.

Help your child to learn the **safer strangers, safer buildings** code gradually, so that it eventually becomes 'second nature'. Talk about it in a low-key, matter-of-fact way, whenever the opportunity arises naturally. The phrase **safer strangers, safer buildings**, is a positive alternative, giving children an immediate strategy to use, as part of their growing understanding of stranger awareness.

Safe people and places

Stranger Danger is not just about teaching children who or what to avoid, but also includes positive rules so that children know how to keep themselves safe. For example:

- Knowing who they can trust if they need help - such as a uniformed Police Officer or a teacher.
- Having the confidence to trust their instincts if they have a bad feeling about a place or person.
- Being aware of their surroundings.
- Learning to be assertive.
- Knowing that they should tell a trusted adult if they have been approached by a stranger.

Dropping Off and Picking Up

We ask parents not to drive their vehicles onto the school grounds at the beginning and end of the school day. This is for safety reasons, due to the presence of large numbers of students and the school buses arriving and departing.



Please also drive carefully around the area of Red Lion Close, as students often dash across the road for their "lift" home without taking the usual care. It is a relatively narrow road so your support and help in managing this would be appreciated.

Please ensure that you park considerately, not blocking residents' driveways or parking on pavements.

Finally, just a reminder that parents/carers should not park on the school site at the end of the day unless arrangements have been made with the school.

Thank you.



If your child is away from School

A telephone call, email or WEDUC notification
is required on the
first day of absence, before 10.00 am

DATES FOR YOUR DIARY



Term Dates 2020 - 2021

SPRING TERM 2021

End of Term – Friday 26th March

SUMMER TERM 2021

INSED Day – Monday 12th April

Term Begins – Tuesday 13th April

May Day – Monday 3rd May

Half Term – Monday 31st May to Friday 4th June

End of Term – Thursday 22nd July

Term Dates 2021 - 2022

AUTUMN TERM 2021

Closure Day – Thursday, 2nd September

Closure Day – Friday, 3rd September

Term Begins – Monday, 6th September

Half Term – Monday 25th October to Friday 29th October

Closure Day – Friday 26th November

End of Term – Friday 17th December

SPRING TERM 2022

Closure Day – Tuesday, 4th January

Term Begins – Wednesday, 5th January

Half Term – Monday 14th February to Friday 18th February

End of Term – Friday 1st April

SUMMER TERM 2022

Term Begins – Tuesday 19th April

May Day – Monday 2nd May

Half Term – Monday 30th May to Friday 3rd June

End of Term – Friday 22nd July

Closure Day – Monday 25th July

Dates are correct at the time of printing. Please note that dates may differ from other schools.