



# Newsletter 15.01.2021

## Issue 14

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### *Message from Mr Inglis, Head of School*

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I hope you remain safe and well. This week has seen the full implementation of the Lateral Flow Testing programme in school after full NHS/DfE training last week for a core staff team. The staff began the first week of their weekly testing programme and I am pleased to report that of the 68 self-tests taken, there were no positive results. Pupils on-site at the school have been offered tests (testing is completely voluntary and only conducted with parental consent) and the pupil programme will begin next week, alongside the weekly testing for staff.

Also this week, we had our first Round Table Review of the new year, conducted by the Local Authority alongside input from the IEB Chair and Vice-Chair. It was a very long meeting looking at all aspects of school improvement made during the Autumn Term. The LA reviewer concluded that despite the constraints and challenges caused by the Covid-19 situation, the school is making progress in all areas to improve the quality of education for its pupils going forward.

Finally, it was wonderful to see the vast majority of our pupils logging onto Teams for assemblies this week, delivered by Mrs Grove in preparation for 'live lessons' from next week. There will be many technical teething problems initially I'm sure and I thank all families for your support and patience as we move the entire curriculum to live teaching from Monday. If you have any issues, please do not hesitate to contact the school via email or phone.

## Live Lessons

### **REMOTE LEARNING: LIVE LESSONS - Mrs Grove**

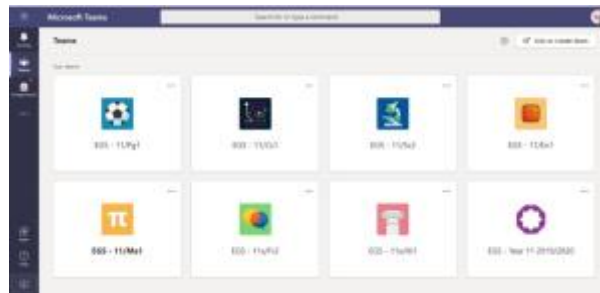
We are really excited to announce that from **Monday 18th January** all teaching will move to online, live lessons. This means that pupils will follow their normal timetable and join live lessons with their teachers using **MSTEAMS**. Because the lessons are live, pupils will be able to ask questions and get help to complete work they are set to do.

Pupils will also be using the assignments function within teams to access their work. They can then upload their completed work for their teachers to view. They will be able to upload work directly from their device, including photos of any hand written work.

### How to Access Teams

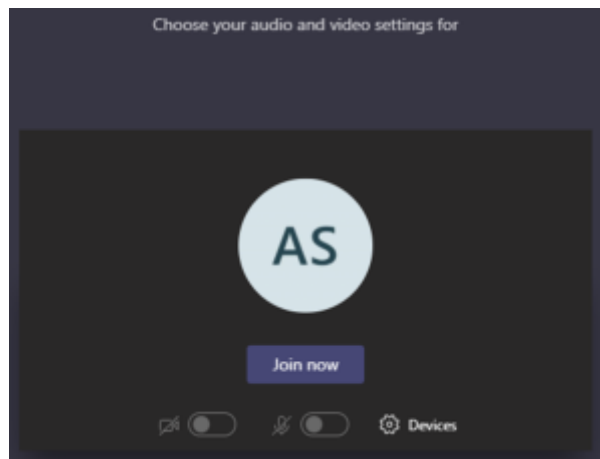
Pupils can use the link on the TGBS homepage. Alternatively, you can download the teams app on your device. They will then need to sign in using their email address and password.

All the classes for that pupil will be on their teams homepage.



To join lessons, pupils need to go into their calendar, select the lesson they need to join and then click join.

It is important that **CAMERAS ARE OFF** and **MICROPHONES ARE MUTED**.



### How to Connect to Teams Using XBOX ONE or PlayStation 4

You can access RM Unify, Microsoft office, Teams etc. on an Xbox or PS4 Games Console.

#### Access Teams with Xbox:

- Go to the Home Menu.

- Select My games and apps.
- Scroll down to Apps.
- Go to Microsoft Edge application.
- Type in a search for 365 Login
- Select login, then log in using your school email as your username and school password .

#### **Access Teams with the PS4:**

- Use your controller to scroll to the far right of the bar with games to Library.
- Select Library application.
- Within the library use the search bar to type in Internet.
- Select the Internet Browser app.
- Start Internet Browser and press the triangle button on the controller to search.
- Once on the internet, type in the search box 365login and select the appropriate link
- Login with your school email as your username and school password.

#### **Rules While Using Teams.**

- Cameras off at all times
- Remain muted unless you are asked to unmute.
- Use the HANDS UP BUTTON if you want to ask a question.
- Make sure you have a pen and paper to hand.
- Remain well behaved and focused –if you misbehave you will be given one warning then removed and reported to your Head of Year.
- The meeting chat is for talking about work and asking/answering questions. It is not a social media platform for chatting to your friends.
- Meeting chat is for pupils to communicate with teachers. Parents should not communicate with teachers this way. If parents have queries, they should communicate them with the school in the usual way.

#### **Need further help using teams?**

A user guide has been sent out to all pupils and staff will be giving additional guidance on how to join meetings, access materials and completed and submit assignments. If you would like further help, there are many support videos on you tube. **Use the links below.**

Using Teams

<https://www.youtube.com/watch?v=aO9LE6ZKnUM>

Submitting Assignments

[https://www.youtube.com/watch?v=4\\_PD6u4w7iM](https://www.youtube.com/watch?v=4_PD6u4w7iM)

Using the Notes App in iPhone as a scanner

<https://www.youtube.com/watch?v=16nwB3P78GQ>

## Parents In Partnership

### **PIP Parents in Partnership: Safeguarding Message 'Domestic Violence' - Mrs Oshodi**

During our 'Learning for Life' sessions which are usually held during the first ten minutes of period one, our pupils are all taught about a key safeguarding message every week. During lockdown, we feel it is important that the messages pupils have heard during the Autumn Term are not forgotten and so each week in the newsletter, we will be giving an overview of these sessions so that the conversations can continue at home. The powerpoints that were used with pupils can be found on the PIP area on our website <https://web-tgbs.wixsite.com/tgbs/pip>.

Domestic Violence is the physical, sexual, emotional and financial abuse of one person (usually a woman but not always) by another (usually a man, but not always) with whom they have or have had an intimate relationship. At least 750,000 children a year witness domestic violence. In any one day nearly 19,000 women and children are sheltering from violence in refuges in the United Kingdom.

Often, young people who are victims or witnesses to domestic violence can have the following problems:

- They use aggressive language or behaviour.
- Developmental delays, disturbed sleep, nightmares,
- Increased use of drugs or alcohol
- Difficulty forming friendships
- Poor self esteem and self image
- Sadness or depression
- Eating disorders
- Self-harming behaviours.

What can I do?

- Talk to someone: A friend, teacher, TA, ANYONE!
- Listen to friends if they tell you they have a problem
- Encourage your friend to talk to an adult at school
- Ask a charity for help or advice: NSPCC, Childline, National Domestic Abuse Helpline

**Contact the National Domestic Abuse Helpline:** Call us, 24-hours a day, for free and in confidence. [0808 2000 247](https://www.nspcc.org.uk/0808-2000-247). You can now chat to us online, live: Monday – Friday, 3pm – 10pm.

## **E-Safety Weekly Focus: Live Streaming**

Video-game streaming is surging as a popular pursuit. A growing number of gamers today are live-streaming their video game gunfights and touchdown drives with an online audience of fellow gamers.

And this sharing isn't just about showing off high scores. Audience members enjoy watching the real-time reactions of gamers as much as they root for them to rack up high scores or defeat a big boss at the end of a particularly challenging level.

Video-game streaming, then, has become a prime source of entertainment in the gaming world, with players relying on such streaming sites as Twitch, YouTube Gaming, and Microsoft's Mixer to share their games with online audiences.

### **The challenge for parents?**

*It's not just about pupils spending too much time in front of their screens. Game streaming also comes with several online safety issues: Hackers can infect the computers of gamers with malware, or they can [trick gamers](#) into surrendering personal or financial information. Some particularly clever cybercriminals have even taken over players' computers while they were live-streaming their video game exploits.*

**Here are five tips that parents need to know about video-game streaming and how to help protect their young gamers.**

#### **1. Your children might be streaming a lot more video game play these days.**

TwitchTracker — which, as its name suggests, tracks activity on video-game streaming site Twitch — says viewers watched more than 1.75 billion hours of video-game streams in May 2020. That's up from 1.2 billion hours in March. Another interesting stat? TwitchTracker says viewers had watched more than 438 billion minutes of video-game streams from the start of 2020 through the end of May 2020. That's up an impressive 48.6 percent from the same period a year earlier.

So far in 2020, Twitch boasted more than 5.5 million monthly streamers, a jump of 50 percent from the same period last year. COVID-19 could explain much of this surge. People are stuck at home. To entertain themselves, they are turning to streaming services, including those that stream video-game content.

This increase in streaming, though, means that parents have to be ever more vigilant in making sure their children are [staying safe](#) while online.

#### **2. There are social risks to streaming video games.**

While streaming video games, gamers will often interact with strangers and other players through online chats. This social aspect is one of the more enjoyable parts of video-game streaming.

It can also be one of the more dangerous aspects, though, for younger gamers. Video-game streaming sites are attractive targets for online scammers who might try to convince gullible players to surrender personal or financial information.

A scammer, for instance, might promise a player improved armor for one of their game characters or an enhanced weapon that will help them reach higher levels and generate stronger scores. All the player has to do is provide the scammer with a credit card number. Some players, desperate to showcase their gaming skills before their online audience, might be tempted to take this offer.

Once scammers get gamers' credit card information, they can run up charges on those cards to make in-game purchases.

Other scammers might befriend gamers over time and convince them to give up their real name, addresses, and birthdays. These cyberthieves can then use this information to steal players' identities, perhaps gaining access to their bank accounts or credit card information. This can be a particularly high risk for gamers who are young adults and have their own bank accounts or credit cards, or who may be just beginning to build their own credit history.

### **3. The technology-based risks are high, too**

Video-game streaming comes with a host of technology-related risks, too.

The scammers that gamers meet while streaming could send them email messages — perhaps promising game tips or accessories for their players — that are embedded with viruses or malware. When your gamer children open these messages and click on the attachments, they might inadvertently flood their computers or devices with malicious software.

This software might allow hackers to intercept emails sent from these devices or to log the keystrokes of anyone using them. Armed with this information, hackers might be able to access your household's online credit card portals or bank accounts, giving them the opportunity to run up credit card charges in your name or drain your bank accounts.

Other scammers might rely on the chat services to convince gamers to visit malicious websites, perhaps convincing them that they can buy weapons, outfits, or special abilities for their game characters. Once gamers visit these sites, they might download attachments that again infect their computers with viruses. In the worst cases, hackers might be able to use this malicious software to take over gamers' computers and other devices.

### **4. Education is key to helping protect young gamers.**

Parents can teach their children how to help protect themselves from these scams.

First, tell your kids to never provide personal information to anyone they meet online. This is probably the most important lesson parents can pass onto their children: Make sure your young gamers understand that not everyone who befriends them online has pure intentions. Many of the people they encounter may be criminals.

Make it clear to your children that they are never to give their real names, birthdate, address, or other personal information to people they meet online. This also means that young gamers should never use their real names when video-game streaming. They should always use nicknames or other online handles.

Second, tell your children to never provide financial information to people they meet online, including bank account numbers or credit card numbers.

Teach your children, too, about the dangers of opening email attachments, especially in messages they get from strangers. Tell your children to never click on any attachments until they check with you first.

The same holds true for clicking links to websites. Teach your young gamers that they should never click on a link in an email, even if someone promised that this link would lead to a site filled with freebies or other gaming accessories.

## 5. Antivirus protection is Key!

Before allowing your children to stream their video game play, make sure the devices they use are protected by updated antivirus software.

Installing and running antivirus software can help prevent malicious software from infecting your devices even if your young gamer mistakenly clicks on a bogus link or downloads a malware-filled attachment.

**What you need to know about... STREAMING**

**What is it? Streaming**

**Know the Risks**

- Open to scams**
- Malware risk**
- Addictive nature**
- Inappropriate content**

**Safety Tips**

- Use familiar platforms**
- Implement parent controls**
- Use antivirus & update passwords**
- Educate yourself**

**Conversation Tips**

- Discuss the risks**
- Encourage other activities**

**Our Expert Barry Collins**

**REMARK**  
 "Because you watched The Digital Tamarik"

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) | Twitter: @nationalonlinesafety | Facebook: NationalOnlineSafety | Instagram: @nationalonlinesafety

What our pupils have been up to this week









## Outstanding Work

### **A letter to the Prime Minister**

10 Downing Street,

London

SW1A 2AA

To the Prime Minister,

I am writing to inform you about a massive global problem of over fishing in our oceans. Since around the end of world war 2 people have begun to fish more and more in our oceans. Each year around 80 to 90 metric tonnes of fish are caught from our oceans this is leading to a global shortage of fish. You may think 80 to 90 metric tonnes is not much but this weight is equivalent to the human weight of china.

Whilst China are the biggest cause of this shortage of fish, we are also to blame too. It is vital that we stop taking so much fish out of our oceans otherwise if we continue fish could go extinct all together this would absolutely cause global devastation.

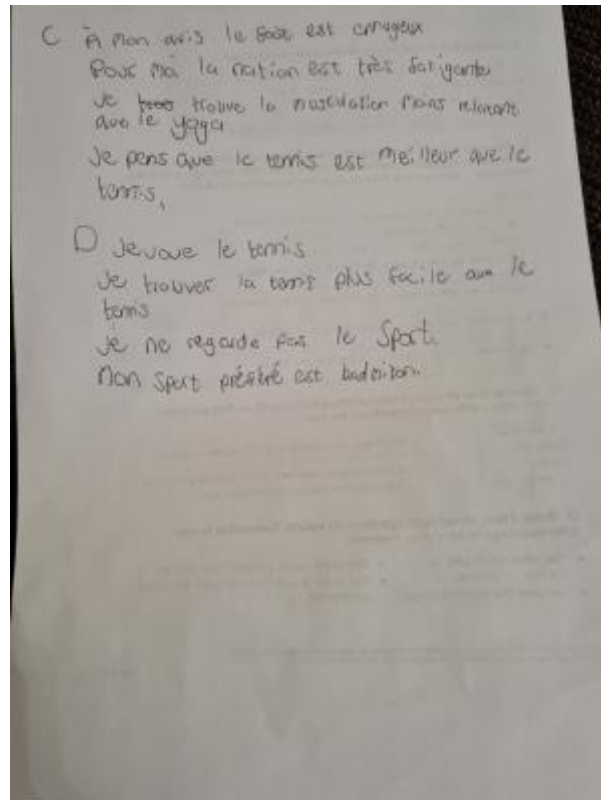
Would you want to be responsible for making fish go extinct? Surely you wouldn't fish is great for us. In fact its almost vital for our survival as fish can reduce people from having heart attacks this put less stress on our NHS. Fish can also reduce the risk of many cancers and many other life limiting illnesses. So with out fish the human race could not survive do you want to be responsible for ending the human race altogether?

Did you realise that fishing also contributes to climate change? This is because the fishing industry relies on fossil fuels to move the fish from the ocean to your table. The more fish we catch the more fuel we use causing more devastation to our climate.

Thank you for reading my letter I hope you realise just how much damage fishing is causing to our climate. Hopefully you change the way we fish and the amount of fish we consume before its too late.

Yours sincerely,

Jayden Foster



**Plus ou moins?** Dynamo 2

Writing skills: Using comparatives in opinions hogan  
Bussis

**A Complete the sentences with the correct adjectives.**

- Je trouve la gymnastique difficile mais un peu relaxante.
- Je trouve le rugby difficile mais assez amusant.
- Je trouve les arts martiaux très intéressants mais très difficiles.

fatigant - amusant - intéressant - complexe - amusant

**B Read the pairs of sentences then rewrite the information as one sentence using a comparative. Make sure your adjectives agree with the first noun. There is more than one correct answer for each one.**

Example:  
La musculation est assez relaxante. Le yoga est très relaxant.  
→ La musculation est moins relaxante que le yoga.  
Or → Le yoga est plus relaxant que la musculation.

- La natation est très fatigante. Le football est un peu fatigant.  
→ La natation est plus fatigante que le football.
- La voile n'est pas compliquée. La pétanque est très compliquée.  
→ La voile est moins compliquée que la pétanque.
- Le volleyball est très facile. La gymnastique est difficile.  
→ Le volleyball est moins difficile que la gymnastique.
- La Formule 1 est divertissante. Le tennis est ennuyeux.  
→ La Formule 1 est plus divertissante que le tennis.

**C Rewrite four of your sentences from exercise B, so that each one starts with a different phrase from the box.**

<p>A mon avis</p> <p>Parce que</p> <p>Je trouve</p> <p>Je pense que</p>	<p>Be careful - when using Je trouve, you must remove est from your new sentence.</p> <p>Je trouve la musculation <u>moins relaxante</u> que le yoga.</p> <p>I find weight training less relaxing than yoga.</p>
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**D Write a text about your opinions on sports. Remember to use different ways to give your opinion.**

- Say what sports you do. (Je fais ... / Je joue ...)
- Compare the different sports.
- Say which sports you watch (Je regarde ...).
- Say which is your favourite sport (Mon sport préféré est ...).

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106, Grosvenor Lane  
Longbridge  
Birmingham  
B21 4DE

25th January 2021

Dear prime Minister,

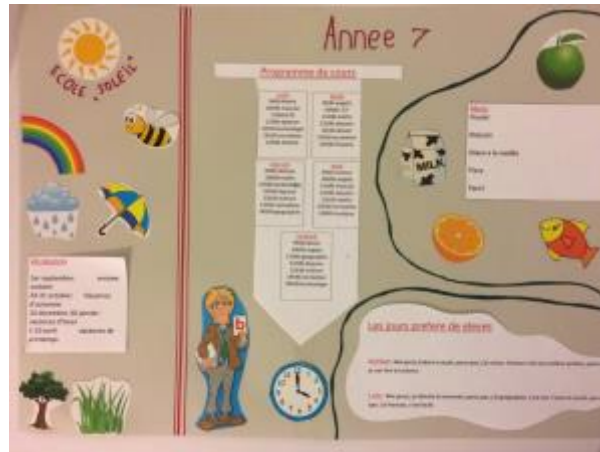
I am a student at TELS in Birmingham and we are currently learning about fish and the consequences the fishing industry is having on us.

I am very concerned because decades of bad fishing practices have left our oceans in a tragic state. Many species which were once common-place are now threatened, dwindling to the point where there aren't enough to catch and make a profit over 90% of predatory species like cod and tuna have already been caught and according to the UNFAO of fisheries are overfished. To keep our oceans healthy we need to use fishing methods that keep fish stocks sturdy and protect other marine creatures.

I do hope that you and the government will take this seriously and look into this problem in depth.

Most respectfully

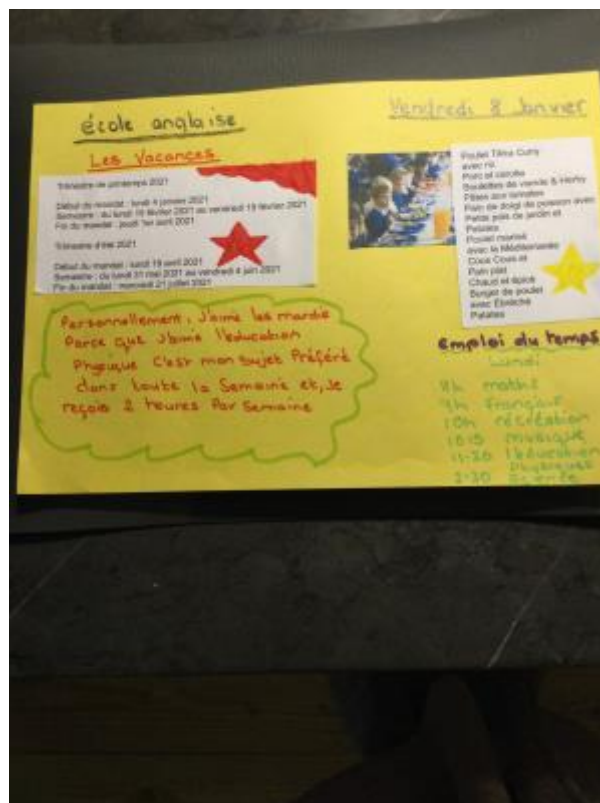
Iwan Jones



**German - Mr Westwood**

Josh has continued to work really hard this year. Josh sent me all of his tasks, including this 90 word written task (below). The sentences are well constructed, highly accurate, with a range of complicated structures. Josh has worked independently to produce work of a really high standard, which will help him to show evidence of the high grade he deserves to achieve at the end of Year 11.

*Als Teenager sind meine Schularbeiten meine Priorität, aber ich spiele auch viele Videospiele, weil sie wirklich Spaß machen. Ich kann Videospiele spielen, solange ich meine Schularbeiten und Hausaufgaben mache, aber ich darf nicht den ganzen Tag spielen. Als kleines Kind war mein Leben viel lustiger und einfacher. Ich hatte nicht viele Hausaufgaben und die Schularbeit war auch sehr einfach. Ich konnte den ganzen Tag spielen und mich einfach entspannen. In Zukunft möchte ich Pilot werden, also muss ich viel arbeiten und trainieren. Ich hoffe auch, aufs College zu gehen.*



## Curriculum

### Factoids - Miss Mansell

1. Water can boil and freeze at the same time
2. Lasers can get trapped in a waterfall
3. The letter J does not appear anywhere in the periodic table
4. The Queen Alexandra's Birdwing is the world's largest butterfly, with a wingspan of up to 12 inches
5. Ants are capable of carrying objects 50 times their own body weight

## Careers - *If you can dream it, you can do it!*

We would like to inform you of a new initiative for Year 8, 9 and 10 learners who are interested in studying and pursuing a career within Medicine and Healthcare. The Keith Bradshaw Introduction to Healthcare Programme provides young learners with the information, advice and guidance about applying for these degrees, as well as career advice for pupils thinking about a future in healthcare.

### Who is the pathway for?

Places are open to pupils in Years 8, 9 and 10 at non-selective schools in Birmingham, Solihull and the Black Country. Pupils must have a genuine interest in pursuing a career within Medicine or Healthcare.

### What does the pathway provide?

A progressive introduction to higher education which broadens pupils' understanding of Science and Healthcare subjects and careers. Activities for Years 8 and 9 are appropriate for any classes hoping to explore higher education or STEM subjects, while Year 10 activities involve a more in-depth focus on Science and Maths.

### Why choose Aston's Pathway to Healthcare?

Pupils will have access to a wide range of medicine and healthcare experts to help them decide on their future career paths. This year's programme has been designed with maximum flexibility in mind so pupils can continue to benefit from this expert insight despite being unable to visit us at the University. Year 10 pupils who graduate from the programme will also have priority when applying for the popular [Sir Doug Ellis Pathway to Healthcare Programme](#) when they start Year 12.

Please contact Mr Westwood if you would like to find out more about this programme. **The deadline is 21st January 2021.**

Aston University BIRMINGHAM UK		Keith Bradshaw 2021 Calendar		@path2healthcare	
Year 8	'Science in Real Life' Workshop	Tuesday 23 FEB	Friday 19 MAR	Friday 23 APR	14:00 - 16:00
		Tuesday 11 MAY			
	Virtual Campus Life Experience	Tuesday 15 JUN	Wednesday 16 JUN	Thursday 17 JUN	14:00 - 16:00
Year 9	'University, Careers and the NHS' Workshop	Tuesday 16 MAR	Tuesday 23 MAR	Friday 30 APR	14:00 - 16:00
		Tuesday 16 MAY			
	Virtual Healthcare 'OUTBREAK' Challenge	Tuesday 22 JUN	Thursday 23 JUN	Wednesday 24 JUN	14:00 - 16:00
Year 10	GCSE 'After School' Study Club	Wednesday 10 MAR	Wednesday 17 MAR	Wednesday 21 APR	16:30 - 17:30
		Wednesday 26 APR	Wednesday 12 MAY	Wednesday 26 MAY	
	Virtual Summer School	Wednesday 9 JUN	Thursday 10 JUN	Friday 11 JUN	14:00 - 16:00

Correct at the time of printing. For the latest information please visit: [astonmedicalschool.com](http://astonmedicalschool.com) or email: [pathways@healthcare@aston.ac.uk](mailto:pathways@healthcare@aston.ac.uk)

### Important Dates:

Mott MacDonald. Degree Apprenticeship Civil Engineering. Closing date 24th Jan 2021

BT. Cyber Security Degree Apprenticeship. Closing date 31st January 2021

JLR. Higher Manufacturing Apprenticeships. Closing 1st February 2021

BT. Advanced Apprenticeship Power Planning. Closing date 31st January 2021

Mott Macdonald. Advanced Apprenticeship Civil Engineering. Closing date 24th January 2021

Sandwell College Virtual Open Event 21st Jan and 23rd January. [www.sandwell.ac.uk](http://www.sandwell.ac.uk)

### New Opportunities and Openings:

**Amey Group Plc.** Rail Degree Apprenticeships. Closing Date 12th Feb 2021

**WSP UK Ltd.** Civil Engineering Degree Apprenticeship Closing Date 30th April 2021

**Greencore Food Ltd.** Logistics Degree Apprenticeships. Closing Date 14th Feb 2021

**JB Dental Surgery.** Advanced Dental Nurse Apprenticeship Closing 6th June 2021

**Kennedys.** Higher Legal Apprenticeship. Closing 28th Feb 2021

**Mott MacDonald.** Transport Planning Advanced Apprenticeship. Closing Date 24th Jan 2021

**MGTS.** Engineering Apprenticeships Advanced Level. Closing Date 28th February 2021

**Toyota.** Advanced Apprenticeship Service and Maintenance Closing 30th May 2021

**JLR.** Advanced Apprenticeships Engineering/Manufacturing. Closing Date 28th February 2021

**MAKEUK.** Several Engineering opportunities. [www.makeuk.org/futuremakers](http://www.makeuk.org/futuremakers)

For further information on these apprenticeships: [www.getingorfar.gov.uk](http://www.getingorfar.gov.uk) and [www.getmyfirstjob.co.uk](http://www.getmyfirstjob.co.uk)

You will have to register with these websites.

**Useful Websites:**

Exploring ideas, interests and skills

[www.nationalcareersservicedirect.gov.uk](http://www.nationalcareersservicedirect.gov.uk)

[www.icould.com](http://www.icould.com)

[www.bfi.org.uk](http://www.bfi.org.uk) - British Film Industry runs a national programme offering hands-on filmmaking.

Apprenticeships

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

Higher Education

[www.ucas.com](http://www.ucas.com)

[www.university.which.co.uk](http://www.university.which.co.uk)

[www.whatuni.com](http://www.whatuni.com)

[www.hecsu.ac.uk](http://www.hecsu.ac.uk)