



# THE GRANGE ACADEMY

## Wade Deacon Trust



ASPIRE FOR EXCELLENCE

Wednesday 8th July 2020 – Issue 12

Dear Parents and Carers,

Firstly, I hope this edition of the Newsletter finds you and your family safe and well. I felt it was important to share with you all the activities that we have undertaken since March 2020 and celebrate some of the brilliant work our students have been completing.

Home learning has been provided for all students, since we closed for the vast majority of students, and I hope this has supported you and your children during this difficult time. Our staff have worked incredibly hard to ensure we responded to feedback, set challenging and purposeful work, checked on students through many home visits, provided hampers, updated our social media and worked hard on plans for the wider re-opening, remote learning and planning for September. We have worked hard to ensure our Year 11 students had a remote leavers assembly and more importantly ensured all their grades were entered and checked for results day in August.

I am sure you will join me in thanking our wonderful staff but I know our staff really appreciate your efforts too. It hasn't been easy for anyone during this period and it is right we acknowledge how supportive you have been and also the challenges you have faced with your own home and work lives whilst supporting your child(ren). We really are grateful.

As you are aware, we are preparing for the full re-opening of school in September and we will write to you again to ensure you are fully aware of the plans and key dates for September. You will also have received my letter regarding uniform; please can I ask for your support in this matter.

We have been on an incredible journey over the last 2 years at The Grange Academy, and I believe we are on the right path to become the school this community deserves. I am disappointed that we were not able to finish the year as anyone would have wanted. September will bring with it new challenges, but also welcome challenges, and it is crucial we continue to work together to get our students, and your children back in school and learning.

Finally, once again, thank you for your support and I hope you and your families have a safe, restful and happy summer. It is well deserved.

Best wishes,

Mr Ian Critchley

Owing to the current situation and bearing in mind our new Year 7 cohort haven't had a full transition, the school will open in September 2020 as follows;

**Tuesday 1<sup>st</sup> September – INSET Day – Staff Only**  
**Wednesday 2<sup>nd</sup> September – Year 7 and Year 11 Only**  
**Thursday 3<sup>rd</sup> September – All Year Groups**  
**Friday 4<sup>th</sup> September – All Year Groups**

Further information has been sent by Miss Kenneway and Miss McPartland about the plans for September. You will also receive my letter about the plan for final re-opening.



### Lockdown in numbers:

Over **700** meal hampers collected and delivered to families.

Staff donations led to an additional **42** hampers being made available.

Over **5000** meals for students provided in school and through our deliveries.

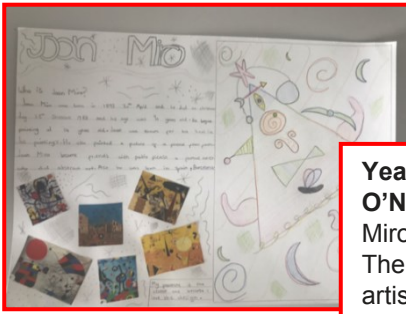
Over **100** safeguarding and welfare calls every week – that's over **1,300** since March.



A community that works together to create an exceptional learning journey for all.

# ASPIRE FOR EXCELLENCE

## News from our Key Worker 'bubbles'

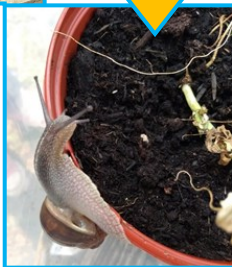


**Years 5 & 6, with Mrs Ireland and Mrs O'Neill** have been learning about Joan Miro who is a Spanish born, abstract artist. The children have completed an artist research page and created their own Miro piece. They were able to give their own opinions of his work.

A well done from **Miss Salisbury to Elliot McGrath and Joshua Aspinall** who have started to attend school this week and are trying hard to follow social distancing guidelines



**Wildlife Photographer of the year!**

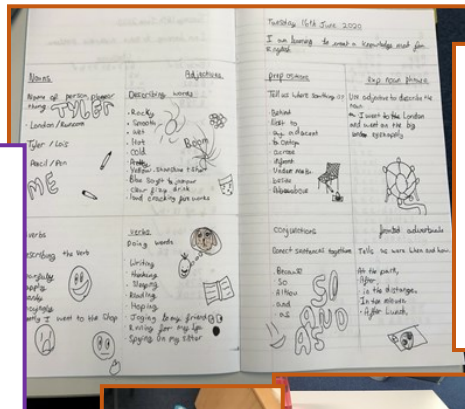


**Nursery, Reception & Year 1** have been nature detectives and looking at nature in their environment with **Mrs Burgess and Mrs Carr**. They hope to improve one of the planters in the garden this week.



**Years 7-10, with Miss Wing and Miss Atkinson** did "painting with scissors" based on Henri Matisse. Aeysha said 'Can we say how great the students are being this week. We are learning a lot of different things each day whilst following ASPIRE values. Also please can I give a **massive shout out to every teacher who has given me ideas or work for the next few weeks**' . .

**Years 2 & 3 with Miss Harrison** have been making their own futsal tables with their own personalisation! Ethan's is Widnes Rugby themed, Connor's is Star Wars themed and Ryan loves FC Barcelona.



**Years 4 & 5 with Miss Hanrey**. The children were recapping grammar terms they use in English by creating their own learning mat.



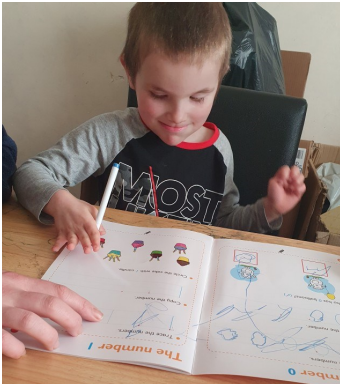


# ASPIRE FOR EXCELLENCE

## Student work

Our students have been finding very inventive and creative ways to keep busy at home. Here's just some examples of what they've been up to:

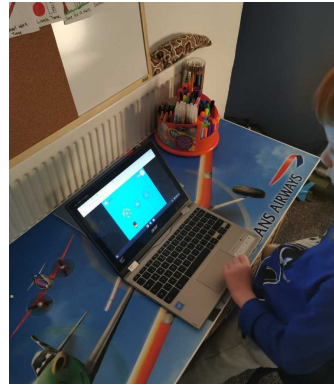
### Resource Base:



Toby working on number formation with his Dad.



Bobby doing Playdough Gym with Mum.



Logan's Mum has set up a workstation so he can complete his work.



Millie exploring slime with her hands.

### Year 2:

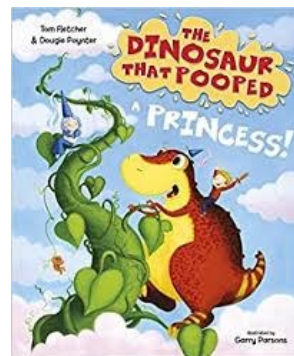


Callan and Archie have both made impressive abstract masks.



Rosa has created her own story as an eBook.

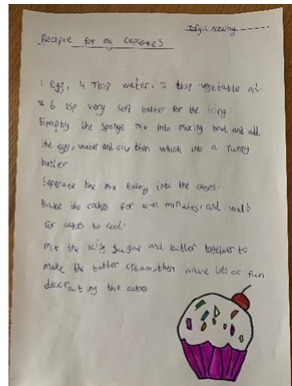
Millie recorded herself reading "The Dinosaur that pooped a Princess" and sent it to Miss Gittins to listen to with her daughter before bed. Her reading, intonation and fluency skills were brilliant.



# ASPIRE FOR EXCELLENCE

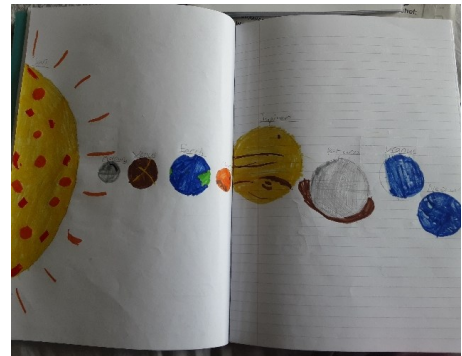
## Student work

### Year 2:

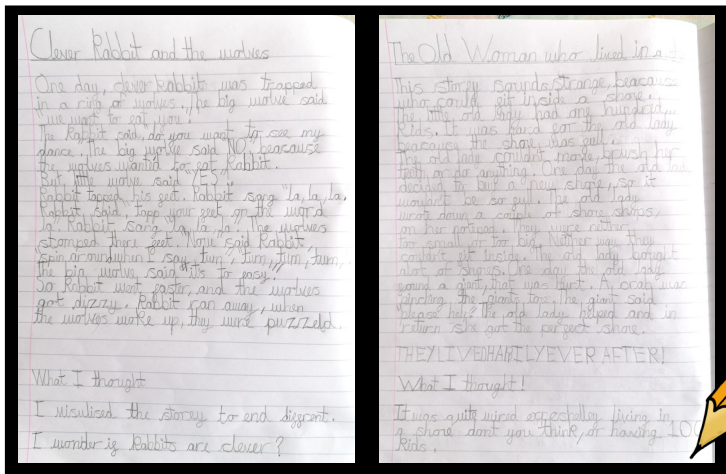


Jorgie baked her favourite cakes then wrote down the recipe for Miss Gittins and Miss Hemsley to try. What a lovely idea!

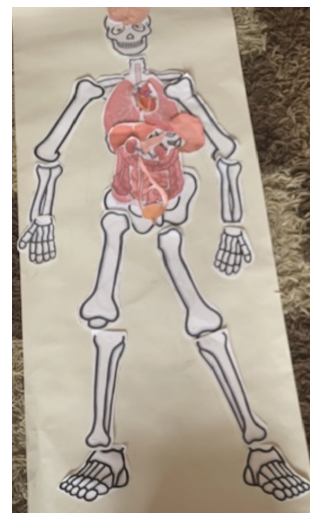
### Year 3:



Layla has been busy completing Science home learning tasks about parts of the body as well as planets in our Solar System.



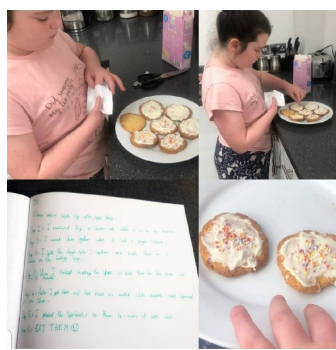
Arthur has done some wonderful pieces of writing; "The Old Woman who lived in a Shoe", "King Midas and the Gold" and "Clever Rabbit and the Wolves". Well done Arthur.



Freyja sent a lovely video to explain how our organs work in our bodies.

### Year 5:

Brooke in 5OI has been very busy. She is writing her own story, completing tasks from her home learning grid, keeping fit and practicing some delicious baking. Well done Brooke!



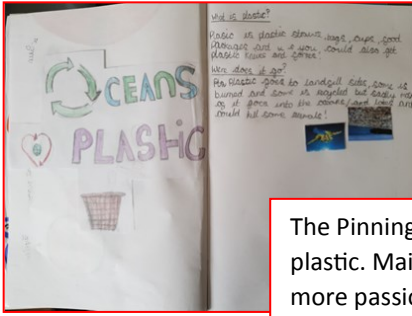
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# ASPIRE FOR EXCELLENCE

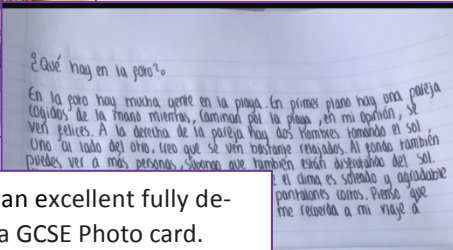
## Student work



The Pinningtons' work on plastic. Maia is becoming more passionate and can see her future helping animals harmed/killed due to plastic pollution. It is great to see her feel passionate about this. Nominated by Miss Parkinson



Sophie from Nursery for a fantastic effort writing her first and last name. Nominated by Amy Day



Hollie in Year 10 for an excellent fully developed response to a GCSE Photo card. Nominated by Mel O'Loughlin

### My speech

We are defined by what we do, and what we do is discriminate. Lives are lost to racist crime. We seem to hate and are stuck in time. Ancestors, slaves, sailors and graves. What is the difference? They are all in the past and the past is behind us. Do we judge the dead man by his life's work or punish his child for his father's worth? Do we hate our brother who came from our mother's, mother's, mother's mother because he has darker skin or larger hair? Because she is different and not the same? How do we sit here say these things, say we are sane, that they aren't lame and haven't evolved when we are speaking the past, of the slaves and the trade?

We fear monsters and demons, when we should fear the white man. Michael Brown, George Mann, Alonzo Smith, Patersons Brown, B Jones, Jannel Wilson, Andy Nelson, Christian Taylor, victims of the white man's wrath, the past, wondering if they'll be the last but no, continue to kill the black man, to slaughter his self astern and hate skin, his bones and as the white man moans he groans in death when he says he loves no white man the white man kills him, his children and their spirit.

I speak the truth to you and the youth, what have the white man to kill the children of their god or their beliefs and who gave them the right to hate a man they do not know because he has skin of a different shade, who said to him that the black man is unequal to him and to work.

Thank you.

Lottie in Year 8 wrote this speech and sent it in as part of her music homework. The task was to listen to different political songs and share their views about it. She has also been inspired by the Black Lives Matter movement. Nominated by Eimear McGeough

### History Mr. Willmott

- 1) To help the nation defeat the enemies and become victorious.
- 2) I think the government learned new tactics during the first world war. So, when the Second world war happened, they knew when to go in and when to retreat.
- 3) I think the men that were mentioned were exempt (doctors, firemen and coal miners) because without them the whole country would call. For example, we needed doctors so if we got ill or hurt ourselves, we could go see them and get a checkup. We needed firemen to put out all the fires that were left after an air raid. We needed coal miners to power our electricity and to keep us warm at a night.

### EVACUATION STRETCH

Two consequences of both wars would have been rationing of food due to the fact we could not get food from abroad and less homes as the Germans bombed cities leaving people houses broken.

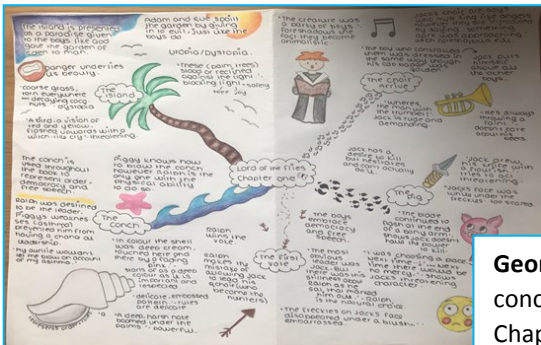
### BATTLE OF BRITAIN CHALLENGE

I agree with the statement as the men on the home front line lived on small amounts of food as they had to be ready for anything at any time. They also did not get enough money for their job meaning after the war some soldiers were left homeless because they were not able to pay the taxes and bills for their house.

### HOME GUARD EXPECTED

The home front in both wars was similar because in both wars up fighting overseas. They had a difference as world war 2 was the seas.

Thomas in Year 8 for his work on the World Wars and actually teaching Mr W that Brazil entered the First World War in 1917! Nominated by Joe Willmott.



Georgi in Year 10 for her concise revision work on Chapter 1 of Lord of the Flies. Nominated by Paula Boyd-Rugen

# ASPIRE FOR EXCELLENCE

## Parent/Carer top tips for supporting your child with transition from Year 6 to Year 7

Starting secondary school is a significant milestone in your child's life. As well as going from being the oldest in school to being the youngest, starting Year 7 means they suddenly have to be more independent; finding their way around a large school with different teachers for different subjects.

### Plan your journey

Starting secondary school requires children to take on more responsibility; not just getting to lessons on time but also getting to school in the morning. Secondary schools can often be further from your home, so it's good to plan how your child will get there in the morning. Will you drop them off? Will they get public transport? Or will they walk or cycle? Do a trial run – particularly if your child is catching a bus – so it's not brand new to them on day one. We are aware that we are situated at a busy junction and if your child is walking to school we would recommend that your child experiences using the crossings safely before their first day.

### Get the uniform sorted

It can pay to get the school uniform sorted early. Please see the uniform guide on the back of this leaflet.

### Be organised

Helping your child get ready for school the night before can promote good habits and make the mornings less stressful.

- Lay their uniform out for the next day the night before
- Get a storage box for everything school-related, such as books and PE/Drama kit. It will help you to make sure nothing gets lost
- Input all relevant numbers into their mobile phone, including your phone number, a taxi company and the school.



### Make sure your child is on time

If your child is five minutes late to each lesson, they will miss 25 minutes of learning a day! Being late interrupts the teacher and the students, and your child could end up in detention. There will be much more information regarding attendance and punctuality in the pupil handbook that you receive.

### Tell your children not to be afraid of asking for help

Secondary school can be daunting in the first few days and weeks, and everyone gets lost at least once! Encourage your child to ask for help from teachers or older students if they are struggling. They will have been in the same position once themselves and can help your child get used to their new surroundings.

Teachers are also there to talk to if your child has any worries or needs help.

### Encourage your child to join a club

Lunchtime or after-school clubs are an excellent way for your child to meet new and like-minded people. Whether it is Sport, Music or Art, there will be people who share the same interests in various age groups. There are many positive things that children get from participating in clubs, such as performing or competing.

### Make sure your child speaks to new people

When children start secondary school, everyone is in the same boat. Everyone is nervous and surrounded by people they didn't go to primary school with, so encourage your child not to be shy and to speak to new people. Friends are a big part of high school, and your child will meet people who they will stay in touch for years. Year 7 is a perfect place to start.

### Don't panic!

Your child may be nervous about starting secondary school, but you should reassure them that there's no need to panic. Lots of other children are in the same position, and they will soon get into a routine and find a circle of friends.

Tell them to be themselves, and everything will be fine!

# ASPIRE FOR EXCELLENCE

## Uniform & Appearance

### Primary Phase

## PRIMARY UNIFORM & PE KIT

Please ensure that all of your child's uniform and belongings are fully labelled with permanent marker or sewn in name labels.

### RECEPTION & KSI:



#### Uniform

- Royal blue round neck jumper or cardigan with school logo
- White polo shirt
- Black skirts or trousers
- Black leather shoes (Velcro fasten or slip on)

#### PE Kit

- Red round neck t-shirt
- Black shorts
- Socks
- Black school pumps

### KS2:

#### Uniform

- Royal blue V-neck jumper or cardigan with school logo
- White shirt
- School tie
- Black trousers or skirt (pinafores are not permitted)
- Plain black leather shoes
- White socks or navy blue tights

#### PE Kit

- Red round neck t-shirt
- Navy blue shorts
- Sock
- Black school pumps



The Grange Academy

Aspire for Excellence

**Appearance** – Students should be well presented at all times, with shirts tucked in to their trousers or skirts. Students must also attend school with a sensible hair style, which is not extreme or which includes unnatural bright colouring or outrageous hair patterns. Jewellery is not allowed with the exception of a watch; no other jewellery or piercings are allowed. Hair bands if worn, must be simple and plain.

### **Uniform & PE Kit Purchase**

Trust Academies do not normally sell uniform directly. (The only exception is a small stock of ties which are normally held for replacement purposes). The uniform is manufactured by a national uniform retailer to ensure consistency of style and quality.

The Grange Academy uniform is available to purchase from **Boydells** which is located in Widnes:

Address: 17-19 Victoria Road, Widnes, WA8 0PU  
Phone number: 0151 424 3257

The Trust, and each Academy, does not benefit financially from any arrangements in place.

Shirts and trousers are purchased elsewhere but I would urge parents/carers to buy functional and cost effective items rather than expensive brands that usually only last as long as a non-branded product.

Please remember that the Academy is the final arbiter of the appearance of students.

**Please ensure that you clearly label uniform and PE kits.**

Telephone: 01928 562660  
Email: [info@thegrange.com](mailto:info@thegrange.com)  
Website: [www.thegrangeacademy.co.uk](http://www.thegrangeacademy.co.uk)



# ASPIRE FOR EXCELLENCE

## Uniform & Appearance

### Secondary Phase

#### Uniform

White shirt (stiff collar)

Clip on school tie

School blazer (black with blue trim) Plain Black V neck jumper (winter months only)

Trousers – black (must be plain, not denims, jeans or cords)

or Blue / Black Tartan skirt

Black shoes (plain, leather and polishable – trainers or trainer style are not permitted)

Black socks with trousers

White knee-high socks or navy tights with skirts



#### PE Uniform for both boys and girls (Separate Sheet Enclosed)

School PE Top

Navy blue shorts or skorts or leggings. Leggings from **Boydells only**.

Navy blue socks

Trainers (but not canvas type shoes (e.g. converse)

Acceptable school shoes:



Not acceptable as school shoes:



#### Equipment Requirements

School Bag

Pencil Case containing:

Black Pen, Blue Pen, Pencil, Ruler, Protractor & Scientific Calculator

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# ASPIRE FOR EXCELLENCE

## Support during the Pandemic

Being able to continue to support our school community during the pandemic has been paramount for us. As we heard the possibility of schools, closing due to Covid-19 our work began. With short notice, we prepared packs of work for all students, made sure our social media sites were working well to ensure we could maintain regular contact, and to prepare everything that would be required to ensure staff and students still attending school from keyworker/vulnerable groups were safe and well supported.

We have been updating social media with posts about support services in the local area, helplines, online resources to support emotional wellbeing for both students and parents. Behind the scenes, staff have worked tirelessly to continue to provide support with hundreds of phone calls taking place every week, and continued liaison with other agencies to ensure we are providing the best support we can at this unprecedented time.

We hope that all of our student's parents and carers feel supported at this time, and we will continue to provide information for support from various agencies in the area. If anyone requires any specific support during this time, please do contact school and we will endeavour to support as best we can. Please see below a list of agencies who are able to support at this time, for further information please email: [safeguarding@thegrangeacademy.co.uk](mailto:safeguarding@thegrangeacademy.co.uk)

Organisation	Information
ICART : Mon-Fri 9-5 0303 333 4300	Please call to report any safeguarding concerns.
Emergency Duty Team (Social Care):	Out of hours social care support.
Child line: 0800 11 11 / <a href="http://www.childline.org.uk">www.childline.org.uk</a>	Childline is a counselling service for children and young people up to their 19th birthday in the UK
NSPCC: 0800 1111 / <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	Contact trained counsellors if you are worried about a child and want to report a concern.
Samaritans: 116123	Helpline for support.
Papyrus: 0800 068 4141 / <a href="https://www.papyrus-uk.org/about">https://www.papyrus-uk.org/about</a>	PAPYRUS is the UK Charity for the prevention of young suicide
Youth Access: 020 8772 9900 / <a href="http://youthaccess.org.uk/">http://youthaccess.org.uk/</a>	Youth Access is the advice and counselling network
Young Minds: 020 7089 5050 / <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a>	A charity working to support children and young peoples mental health
Young Minds Crisis Messenger	Text service for young people in crisis, text 85258
Young Minds Parent Helpline: 0808 802 5544	For parents worried about a young persons mental health
The Children's Society: <a href="http://www.childrensociety.org.uk">www.childrensociety.org.uk</a>	A charity working to support vulnerable children in England and Wales.
Kooth: <a href="http://www.kooth.com">www.kooth.com</a>	Online counselling service for young people
Nightstop: 0151 345 6454 / <a href="http://www.ncnw.co.uk">www.ncnw.co.uk</a>	Emergency Accomodation for 16+
Child Bereavement UK	Support for families when a child dies, or support for young people dealing with a bereavement

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