

Wildern NEWS

Spring 2021



What's inside for Spring...

- **The New Wildern Attribute**
- **Exciting Eco News**
- **Competition Results**

and much more!

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A few important dates for your diary...

- | | |
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| 19th April | School opens for Summer Term |
| 28th April | Year 7 Parents' Evening (remote) |
| 31st May | June Half Term |
| 16th June | Year 9 Parents' Evening (remote) |
| 21st July | Awards Evening (remote) |
| 23rd July | School Closes for Summer |

Dear Parents and Students,

Welcome to our Spring newsletter 2021. It is just over a year ago that the first lockdown was announced and that our lives turned upside down. Our hope for a better 2021 didn't quite turn out how we had expected as our Spring term began with an expectation that our students, once more, were to work on-line as well as discussion around Lateral Flow Testing. Perhaps not the start to the New Year that everyone had so looked forward to...

However, our students once more rose to the challenge. Across the 8 weeks of on-line learning 97% of students engaged with almost all their subjects. This is incredible! They achieved 156,445 positive e-refs, 10,136 e-postcards between them and that is not counting all the postcards sent through the post!

We are now back at school and what is wonderful is the sound of voices everywhere... the quiet almost ghostly atmosphere replaced by happiness, excitement and laughter. This is what our school is all about and it is joyous to see and hear.

Since being back, our testing centre grew three-fold in order to complete up to 6,500 in-school tests with students and staff before moving to home testing. More information can be found in this newsletter.

This term's newsletter is, once more, jam-packed with articles of successful competition winners, charity events showing empathy and kindness, I really hope that you enjoy seeing all the things that we have been up to even with lockdown!

And now with Easter on the horizon and the second date of the Government road map for lifting restrictions fast approaching we look forward to what we can now do... exciting times!

I hope you enjoy reading about all the different articles within our newsletter and as Charlie Macksey highlights in his drawing below, I hope you are enjoying the new spring season of sunshine, nature and hope.



Best Wishes
Ceri Oakley
Headteacher



Eco-Group Tree & Bulb Planting

On Wednesday 2nd December the Eco Focus Group, in year group bubbles, planted 27 tree saplings. These were a mixture of Rowan, Silver Birch, Willow and Crab Apple Trees around the school site.

The species of trees selected are endemic to the United Kingdom so they help to encourage biodiversity within our Wildern ecosystems. 20 Saplings were donated from the Woodland Trust and the rest were kindly donated from Boorley Park.

Well done to all students involved for coming in wearing PE kits, having correct footwear and warm clothes as well as showing a really enthusiastic attitude to the task at hand. These students have left their legacy behind by doing this.

Throughout the year/s these students are at school they will be monitoring the health of these trees and ensuring that they are growing well.

Three Year 11 Eco Group members began clearing some of the borders for bulbs to be planted. Unfortunately due to the January 2021 school closures we didn't manage to complete these. Thankfully the site team got to it and we hope to have a bloomin' brilliant Spring as a result!



Eco-Schools Status

On 18th January we received the exciting news that we have achieved green flag status for Eco-Schools.



This makes us one of 1500 primary schools, secondary schools and colleges across the country to have this award, the highest accolade given by Eco-Schools.

This hasn't been an overnight achievement, far from it, it's been the hard work of the eco-group since 2006 to get us here. Well done for all the students and staff past and present for helping to achieve this.

We had to meet all 10 goals for becoming an eco-school, this is an incredible achievement, well done.

Our eco battle doesn't end there as we continue to strive towards making the Wildern and local environments as eco friendly as possible.



Curiosity



Determination



Reflection



Pride



Respect

It is with great pleasure that we draw your attention to our new attribute for kindness.



Over the course of this extraordinary year we have seen kindness flourish within and across communities; none more so than at Wildern. Our students and their families have invested time, energy and money to bring joy, hope and lifelines to charities, care homes and to each other. It was this spirit of generosity, togetherness and care for people and their circumstances that made us, as a school, realise that our five attributes did not cover this characteristic.

We asked all our students whether they believed that we should have an additional attribute and they were in total agreement.

Therefore our attributes are now complete. We believe that they are keywords and characteristics that we want everyone in our community to embody. They are the very best of us. They are characteristics that will see us be successful in the future if we live by them.

Digital Technology at Wildern

I have been completely inspired and enthused by the support from our student digital leaders this year. Calling themselves 'The Googlers', students in Years 10 and 11 have shared their favourite and most effective uses of technology for the online classroom and in our physical ones.

For example Isaac championed the use of Seneca Learning, a free revision programme that works on mobile devices as well as Chromebooks/Laptops. Whilst Lola promoted shadow maths exam paper resources and the screencasting videos her teachers were producing.

Meanwhile Teo has continued to create bespoke videos on his 'Google Tutorials' channel. He started making these very short but superb films back in the first lockdown to help our students and staff get to grips with all aspects of Google education apps like Google Drive and Forms.

He has continued to grow this channel to cover a huge range of edtech support such as coggle.it for mind mapping, or Sutori for online timelines and stories. Check out his amazing YouTube channel: <https://tinyurl.com/3v96af5e>



All of these tips and videos have been shared with staff and students via the tutor programme and have led to lots of nominations already for our digital awards event 'TechFest' to be held in September! I myself was inspired to get podcasting and help students with their GCSE Geography case studies. Have a listen here: <https://tinyurl.com/vufc8msh>



After Easter the full Year 10 and 11 teams will return to work on projects to create resources to support students as well as making a presentation for parents on their favourite digital technology for learning.

As an Edtech Demonstrator School it has been brilliant to utilise the expertise and talent of our amazing digital leaders - long may this continue!



During the lockdown period, many of us have taken to getting creative and making fantastic things.

This has been a great break for many from the countless hours in front of a screen. With this in mind we decided to launch a Textiles competition through the school's social media, to see what you have been making with fabrics...and WOW!! I was blown away by the talent and creativity of Wildern students! Amazing skills shown and some future fashion designers among us for certain.

We had so many wonderful entries, but I could not simply pick 1 winner; they were just so good, so instead there are 4 joint winners. These four fantastic students are: Jess A. (8B1); Olivia D. (8P2); Milly H. (7B2) and Ava M. (8J2). All entrants received a Green e-ref, and the winners have received 2 gold e-refs each, their entries will be going on school social Media, as well as receiving a certificate for their wonderful efforts very soon.

I look forward to seeing more fantastic textiles creations from Wonderful Wildern students soon, and as soon as restrictions ease, Keep your eyes peeled for the Textiles Club resuming after school on Wednesdays!

Miss Blackwell



'UNLOCK YOUR POTENTIAL'

Over the lockdown students have been working towards a badge called 'Unlock Your Potential' (UYP)

Students were asked to work towards 5 pledges during the lockdown consisting of different activities such as, keeping fit, helping around the house, being kind and writing book reviews.

The following students managed to complete all 5 pledges over time to be awarded the badge and certificate (at time of print!).

- | | | |
|------------------|------------------|----------------|
| Olivia L. 7A1 | Reece O. 7D2 | Ruby L. 8P1 |
| Owen H. 7A2 | George M. 7P2 | Ben K. 8P2 |
| Chloe C. 7A2 | Sam A. 7S1 | Poppy L. 8S1 |
| Annie E. 7B1 | Amelia T. 7S2 | Abi T. 9B1 |
| Dan P. 7B1 | Jessica D-L. 7S2 | Denisha S. 9P1 |
| Sean L. 7B1 | Lucena Y. 8A1 | Cara P. 11D2 |
| Charlotte G. 7D1 | Elliot B. 8A2 | Yousif F. 11S2 |
| Chloe B. 7D1 | Sebastian E. 8A2 | |



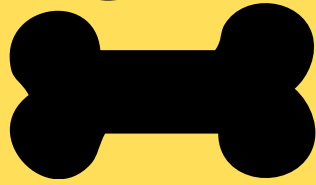
Amelia T.



George M.



The Rufus News

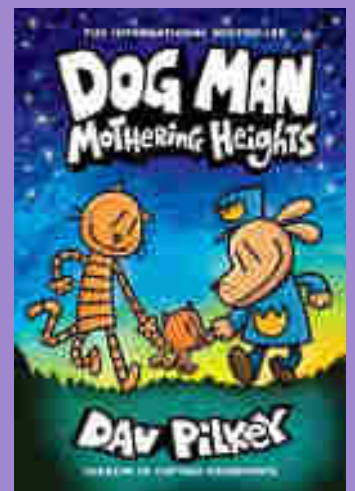
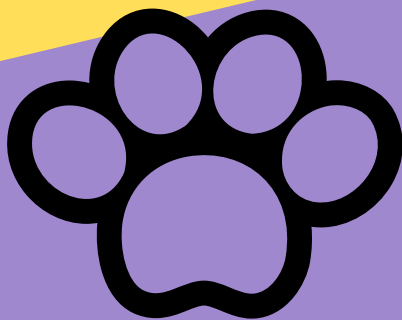


Welcome back everyone! It's so great to be back in school and seeing all the staff and students. I've had a brilliant time visiting classrooms and spending time with old friends. I can't tell you what a difference it makes getting back into my old routine. Here I am in the LRC saying Hello to Eva and I can't wait to start my "Reading with Rufus" after the Easter break.



WHAT I'M READING

I can highly recommend Dogman and Peaty and their highjinks fighting crime. It really made me happy to listen to it (remember, I can't read but I love a good story!).



Wildern's Bakers

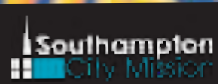
Many students have been baking their way through lockdown by participating in various baking challenges set by the Food and Nutrition Department.

We have had students get creative in the Tunnock's Teacake Challenge; exploring the theme of 'Teacake travels around the world' whilst showcasing various food styling techniques, other students have showed their support for Red Nose Day by baking Cherry Brownies and finally many Year 8 students met the challenge of baking a healthy breakfast biscuit; learning that a good breakfast can lead towards a positive mood to kickstart their day.



Please can we thank all parents, students and staff for their generosity and support of the Easter Egg donation for Southampton City Mission food bank.

We managed to collect an amazing 520 eggs, and handed them to the local community which made a huge difference.



Across the whole of the Spring term our Test Centre has completed **7698** tests.

This has been a huge undertaking and our volunteer staff have been exceptional in their professionalism in doing a job that is so very far outside their comfort zone. Our testers have had to complete NHS training and have come from all parts of the school to deliver the government expectation for each student to have 3 tests before home testing begins. Our students have been immense during this time - they have been focused, mature and impressive in their positive conduct. 92% of our families have given consent for this testing which is excellent to ensure that our community remains safe and healthy.





Home Testing

4414 testing kits have been sent home for students (and for staff) to begin home testing from Wednesday 31st March and to continue across the Easter holidays with testing days being a Sunday and Wednesday each week.

We are so thankful to all our families (student and staff) for doing these; to ensure that we are as safe as possible during this time.



#showcasinglockdownwork

art and photography



An amazing sketch from Daniel in Year 9



Banksy artwork recreated by Riley. Fantastic!

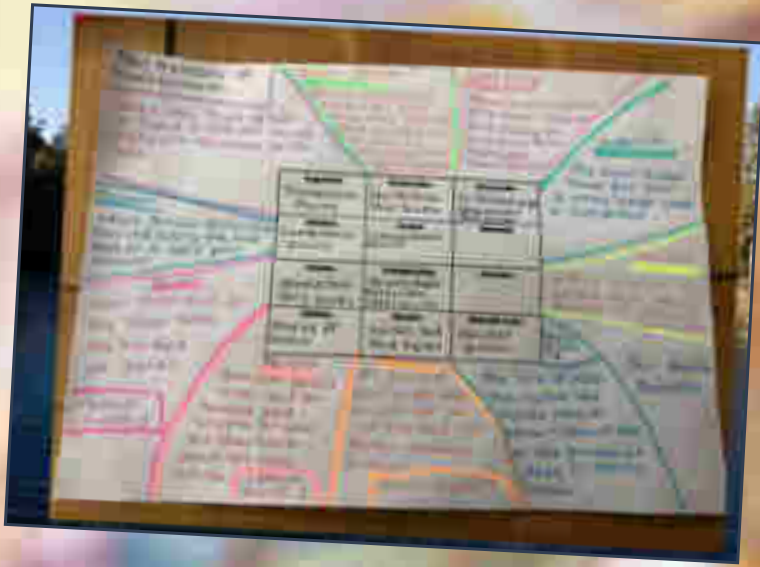


This is the work of Gabriella Y. in Year 10.



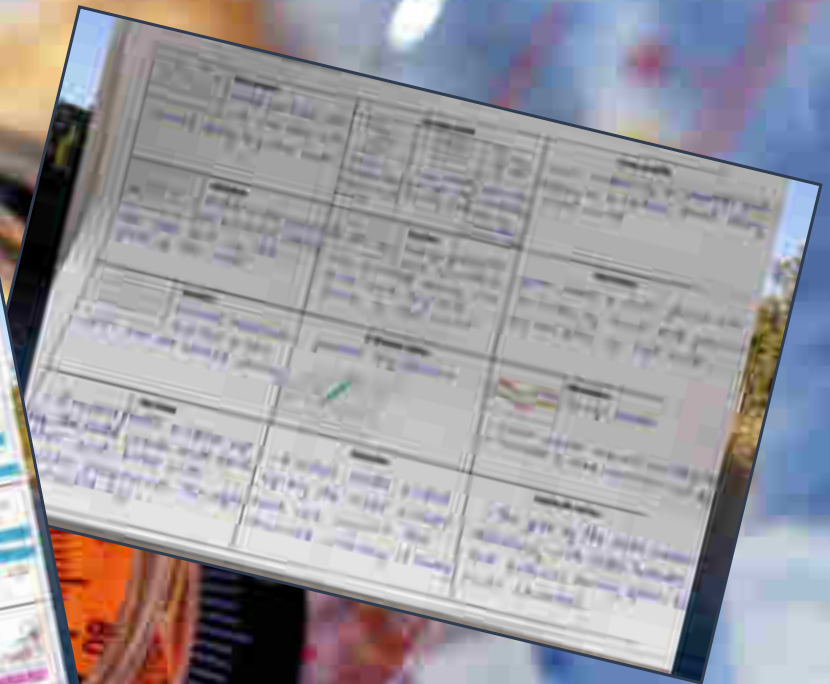
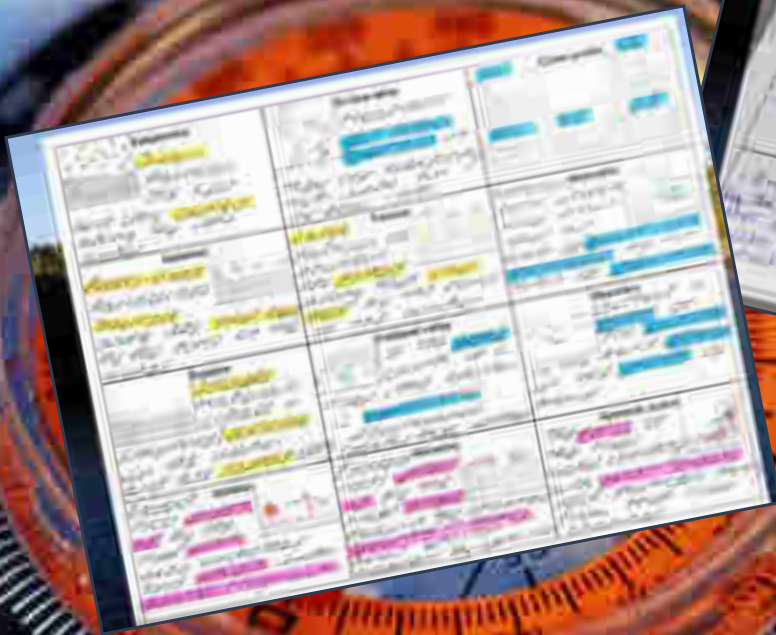
Inspired by the photographer Blake McCollum. The dedication and organisation during the lockdown is fantastic, organising her model, smoke bombs (safely organised with mum's help), socially distanced photography!





Some more fantastic examples of lockdown work - this time from our Year 10 Geography students.

Well done everyone!



Five light meanders flow is carried along the water.

Break pebbles and stones that become sharp the river bed.

The riverbed is smoothed in the upper and lower sharp to valleys.

The collision between and more particles that break into smaller and more rounded pebbles.

The process of sediment moving down the banks and the banks.

This is the start of the water and creating water for the river banks.

A channel bank that forms when a wide meander of a river is cut off, leaving a free-standing body of water.

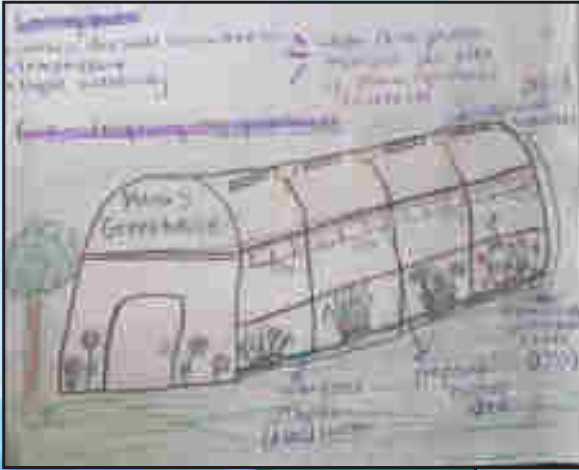
When a river flows in a U-shape and valley as a result of erosion along the river's course.

An area where water flows over a vertical step in a series of small steps in the course of a stream or river.

A series of steps or banks, terraces, or windings in the channel of a river.

geography

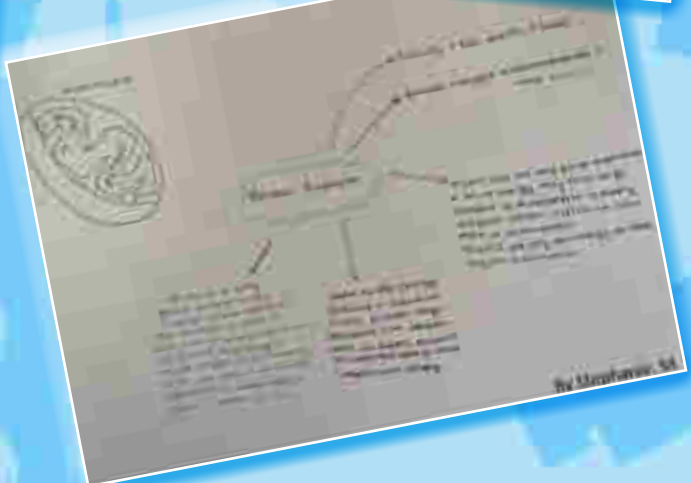
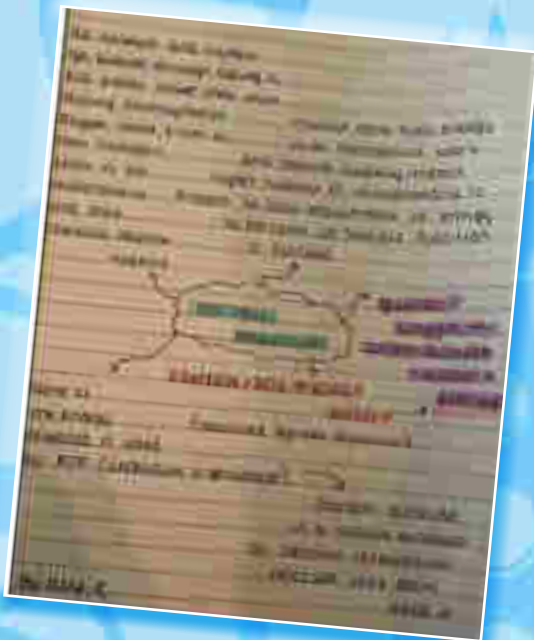
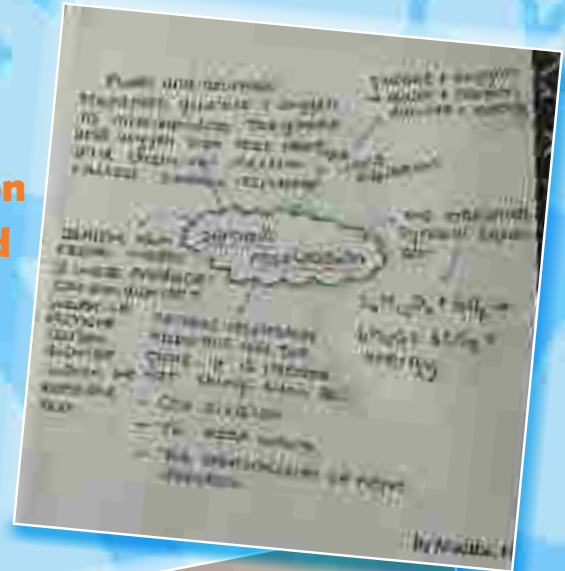
#showcasinglockdownwork



Fabulous examples of work from Year 10 students who had to design a greenhouse to maximise the yield of crops for a farmer.



Year 10 students were also asked to work on respiration and asked to make a jamboard or mindmap on what they had learnt.



science



AMUR TIGER

Fast facts

Status	Endangered
Size	Males: 2.7-3.3 m Females: 2.4-2.75 m
Weight	Males: 180-306 kg females: 100-167 kg
Gestation	3-3.5 months
Young	1-6 cubs
Life span	Up to 20 years



EXCITING NEWS!



Wildern School are adopting an Amur Tiger.

Working some fun facts into our forthcoming curriculum we will learn more about this strong and intelligent animal.

Watch out for more information in the next issue of Wildern News!

Covid Letters

In September we asked students to write a letter about their experiences over lockdown. This was part of a project by Hampshire CAMHS with the aim to publish the best letters in a book to document the thoughts of young people during the first lockdown.

Over 100 letters were submitted to us and we selected around 30 to be sent to Hampshire CAMHS.

This is what CAMHS had to say about the project:

“ The “selection” panel was made up of a parent, myself, a young person, and 2 published authors; Judith Heneghan and Susmita Bhattacharya. In order to capture as many voices of young people as possible, and to include the various themes, experiences and uniqueness some of the letters will be edited down. I am delighted that Judith and Susmita have agreed to take on the task of editing. We are also excited that another published children’s author, and Junior doctor based on a Covid ward, has agreed to write the foreword.

We are hoping that the book should be going to print in early April.

”

10 of our students were picked by CAMHS to be included in the publication with their names below.

A huge well done and congratulations to:

Hannah G. 9D1

Sophie B. 9S1

Lucinda H. 9J1

Elouise P. 9S2

Zara B. 8B1

Poppy L. 8S1

Melissa T. 8S2

Jessica Mae D.L. 7S2

Piper S. 7S1

Chloe B. 7D1

More details about the book will follow.



SLEEP AND TEENS

TIPS FROM
NYACK HOSPITAL

A Good Night's Sleep Has a Great Effect on Your Teen's Health

9 HOURS

the average amount of sleep a teen needs each night.

28%

of teens fall asleep at school once a week or more.

14%

of teens arrive late for school at least once a week or more.

WHY SLEEP IS IMPORTANT



Zzz's Can Lead to A's

Sleep helps your ability to listen, concentrate, remember, learn, and solve problems.



Good Mood

Lack of sleep can lead to moodiness, irritability, and depression.



Keeps You Physically Healthy

Sleep allows your body to repair itself. Lack of sleep can lead to a poor complexion, and increase your obesity risk.

COMMON SLEEP DISORDERS IN TEENS

Sleep Deprivation

A disorder resulting from early school start times, long homework hours and extracurricular activities creating busy schedules and not enough time for sleep.

Inadequate Sleep Hygiene

Poor sleep habits which include using electronics at bedtime, eating late/drinking caffeine, and not keeping a regular sleep schedule.

Circadian Rhythm Disorder

(Delayed Sleep Phase Syndrome) A disorder in which there is a continuous or occasional disruption of sleep patterns caused by changes in a teen's biological clock as they go through puberty.

TIPS FOR BETTER SLEEP

Establish a bedtime routine.



Keep the bedroom cool, dark, and quiet.



Don't eat, drink, or exercise before bed.



MOST IMPORTANTLY: Turn off all electronic devices.

The body produces melatonin at night to induce sleep. Bright lights from electronic devices signal the brain to suppress melatonin production, causing sleep problems.



Source: Dr. Anita Bhoja, Nyack Hospital; National Sleep Foundation, sleepfoundation.org; WebMD.com; Medical News Today, medicalnewstoday.com



HANDS



FACE



SPACE

YEAR 8 PATHWAYS

Year 8 students had their remote Pathways Week this half term. During the week they took part in a taster lesson for their Pathways subjects and competing in a number of competitions.

The students also had the opportunity to take part in a number of careers workshops including opportunities to find out about different industries directly from professionals (including Mike Bushell – BBC Sports Presenter!)

We were blown away by the effort, engagement and creativity our Year 8s demonstrated during the week. I'm sure you'll join us in congratulating the students who were nominated for a prize. It was very difficult to choose the best entries!

NUMERACY – PI-KU

Dylan H. 8A2
Joana L. 8A2
Amelia J. 8A1

DRAMA

Poppy L. 8S1
Faith B. 8J2

FRENCH

Amelia P. 8S2
Emily O'H. 8D2
James B. 8B1
Grace C. 8J2
Gabiella T-W. 8P1
Molly M. 8P1

KITCHEN
EXPERIMENTS
Ava M. 8J2

BAKE WITH ME

Isabella D. 8B2
Tyler G. 8A2
Adam P. 8D1

LITERACY

Euan S. 8J1
Amelie H. 8A2
Faith B. 8J2
Isabelle D. 8B2
Isabelle L. 8D1

PHOTOGRAPHY

Freddie B. 8J1
Molly P-O. 8P2
Oliver B. 8A1





7 Top Tips for Supporting Children to EXPRESS THEMSELVES SAFELY ONLINE

The past year has left many children feeling uncertain and worried. So Children's Mental Health Week 2021 has adopted the theme of 'express yourself'. It's not necessarily about being the best – but instead encouraging young people to relish the joy of being 'in the moment' and loving what they do. So whether they're into music, art, photography, film, drama or dance, here are our top tips for helping your child to express themselves safely online.

1 Celebrate their Identity

Celebrating who children are and reminding them of their uniqueness has a huge impact on their confidence and self-esteem. This week, remind them of what you love about them. You could revisit some photos and videos on your phone or computer of special times you've shared. Chat about the importance of finding time to do what they love: underline that it's an important part of who they are.

2 Promote Their Passions

It's different for all of us, but every child has something which ignites their passions and brings them joy. Perhaps they love music and you could introduce them to a music-making app? Or if they enjoy taking photos or making videos, use this week to set a photography or video competition at home, with some fun categories.

3 Support Their Interests

Some children seem to know instinctively what interests them and what they enjoy doing; others can be less decisive about hobbies. Spend some time this week sharing their interests and doing something connected to it together. You could make a short Lego film to post on your Instagram, a vlog about baking that you share with relatives, or just play with them on their favourite video game.

4 Help Them Help Others

Some children love to express themselves through activities which help others. Perhaps your local area's Facebook group has a community project that your family could get involved with – even as a one-off; it doesn't have to be a long-term commitment. Depending on your child's age, you could introduce them to online fundraising (such as sites like JustGiving, for example) and how it can make a difference to less fortunate people.

5 Enable Emotional Expression

Children sometimes need help in articulating how they're feeling and in beginning to understand how to manage their emotions. A safe, healthy way for your child to explore their feelings is to let them conduct an activity – like listening to a story, or creating some art – and discuss with them afterwards how it made them feel. There are lots of stories available on YouTube, while Audible is streaming children's audiobooks free of charge while schools are closed. YouTube also has a plethora of fun art tutorials (if you log in on an adult's account, remember to adjust your settings first to block inappropriate content and stop potentially unsuitable material auto-playing).

6 Let Them Stay Connected

The online world is a fantastic space for staying in contact with those who we can't be with right now. Young people are often very comfortable using social media to express themselves and stay connected by sharing their ideas, thoughts and feelings with friends. But bear in mind that most social media platforms require a child to be at least 13 before they should access it (WhatsApp is 16). Remind your child that, while it's OK to express who we are on social media, they should still always think before posting – and that their self-worth is never measured by their number of likes, friends or followers.

7 Coach 'Safe Sharing'

As part of expressing themselves, your child may want to share something online that they've created – like a funny video, a sketch, a meme or a dance. If they're too young to have their own social media, you could use your own account to share it with selected people who you trust. Emphasise the importance of only sharing content with people that your child knows well, like family and friends. This type of conversation is also useful for introducing young people to the risks and challenges that can come when expressing ourselves to a wider online audience of strangers.

Meet Our Expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



About Children's Mental Health Week

Around three children in every primary school class has a mental health problem. Many more struggle with challenges from bullying to bereavement. Now in its seventh year, Children's Mental Health Week shines a spotlight on the importance of young people's mental health – and it's never seemed more relevant than it does in 2021.

Find out more at www.childrensmentalhealthweek.org.uk