



ST JOHN PAYNE CATHOLIC SCHOOL

NEWSLETTER JANUARY 2021

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Headteacher: Mr Thomas Coen, BA (Hons), PGCE, MA, NPQH



HEADTEACHER'S COMMENTS



We have been so proud of how well the students have engaged with their online learning this half term. As we have seen since March, their maturity and responsibility continues to aid our efforts to manage a challenging situation for all concerned, and to support their progress whilst ensuring the safety & wellbeing of our whole community.

Thanks to the support of staff, parents and external educational professionals, we have been able to maintain the offer of lateral flow testing for staff and the students eligible to attend school. We await confirmation of the requirement for testing when students are able to return in greater number. In the meantime, please continue to access PCR tests in the community if anyone in your family displays symptoms or you are worried for any reason.

The Secretary of State for Education recently stated that students would return as soon as scientific and health advice allows, and that schools and families would receive two weeks' notice. It remains to be confirmed whether students who were due to sit public exams will be able to return sooner. With teachers due to recommend grades based on a range of evidence rather than anticipate what they would have achieved, I assure students that their efforts prior to returning to school will contribute towards their outcomes. Results are not decided now, and there is much time for improvement before recommendations are finalised.

Just as we continue to make progress with our online learning provision, so too our ability to communicate with parents & carers during this time that we are unable to welcome visitors to the school. Our online parents' evenings continue to prove successful, ensuring we maintain and strengthen the partnerships that are central to our ability to support students towards their potential.

We begin Lent during the half term break, when following the example of the Ninevites, who did penance in sackcloth and ashes, our foreheads are traditionally marked with ashes to humble our hearts and remind us that life passes away on Earth. We remember this when we are told, 'Remember, man is dust, and unto dust you shall return.' Ashes are a symbol of penance made sacramental by the blessing of the Church, and they help us develop a spirit of humility and sacrifice.

Continued.

AVITA PRO FIDE

With Sylvia Shepherd recently concluding her formal association with the school after fifteen years' fantastic service, we give thanks for all that Sylvia has done to ensure students are afforded high quality provision in the event of teacher absence. In this and many other ways, Sylvia's meticulous attention to preparation and problem solving has frequently proven an essential support.

Sylvia's dedication and joy in her work is founded upon the deep rooted faith that guides every aspect of her life. Supporting our Chaplains, developing faith formation and collective worship, arranging pilgrimages, strengthening the friendships we enjoy with Priests & Clergy - in particular with Abbot Hugh and the Norbertine community, Sylvia has enriched the spiritual life of the school. With her selfless devotion to parish life as catechist and in many other capacities, Sylvia's service has helped bring the St John Payne community closer to God.

I speak on behalf of us all in saying it has been a pleasure to work with Sylvia, and in wishing her every future happiness and success.

We continue to hold our whole community in our prayers, and we look forward to welcoming students back to school in greater number as soon as circumstances allow.

With warmest wishes for a restful break.

Thomas Coen

Headteacher



HEADTEACHER'S
COMMENTS

AVITA PRO FIDE



CHAPLAINCY & FAITH LIFE

Hello all from Chaplaincy. What a strange start to the year for everyone!

We continue to pray for all our students, family and staff. As we are adapting again to the Lockdown and remote learning, we are looking at how to offer spiritual provision from school. Students continue to have prayer during form and Bible Reflection time, either led by tutor or to reflect on themselves.

Online Prayer Board

As we cannot gather, we have set up an "Online Prayer Board" on the website. If you would like someone to be prayed for at this time, please send a name and reason to me at hab@sjp.essex.sch.uk. I will not publish full names due to GDPR, but you can be assured that if you send in an intention, the St John Payne Community will join you in prayer. I will update via email on how to locate this on the website and ask you to keep anyone on their in your prayers too.

Lent

Lent will begin on 17th February (in half term) and please watch this space for chaplaincy initiatives to mark this important time. We know that Lent brings at its end so much hope and light at Easter, and hopefully that will be reflected in our own lives this year in such a real and deep way.

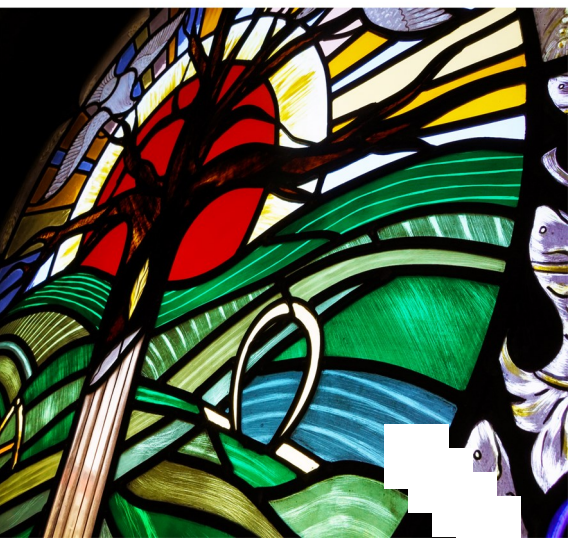
Prayer

Father Stephen will also be sending some more videos for students as he did last term, which will be shared as they come.

I will also be recording some guided meditations which can be used as prayer or as a time for stress relief. I know that so many of our students have really benefited from and enjoyed meditation in the past. I will also make this available to parents.

Hannah Kelly

Lay Chaplain and Pastoral Mentor to Year 7 & 8





ST JOHN PAYNE



SIXTH FORM

ST JOHN PAYNE



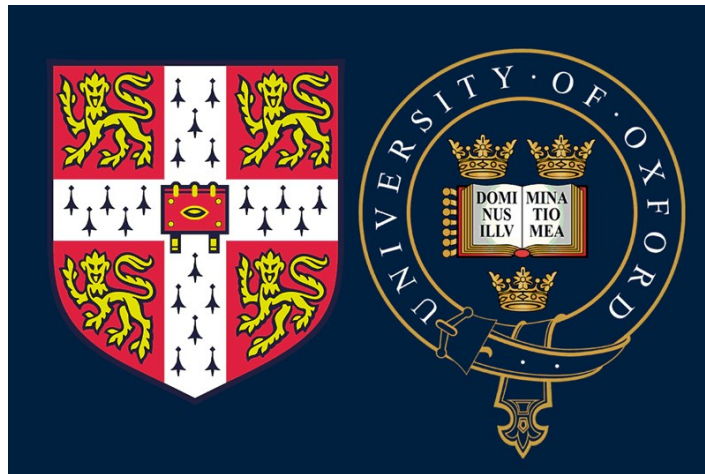
SIXTH FORM

Oxbridge Presentation Evening

On 27th January, ten Year 12 students attended a Teams presentation hosted by Chelmsford County High School for Girls, on the subject of applications to competitive universities. Students heard from Dr Sam Lucy, Director of Admissions for the Cambridge colleges, about the differences between studying at Oxford or Cambridge and other universities, what Oxbridge colleges look for in applications, the key information used in selection and strategies for developing subject interest. Students were told about the importance of the 'Four Rs': **right** subject, excellent academic **record**, ability to **read** and think critically and analytically, and willingness to **revise** and embed learning. The presentation was informative and thought-provoking and we are grateful to CCHS for inviting our students to attend.

Mrs T Fearn

Head of Sixth Form



ST JOHN PAYNE



SIXTH FORM

Phone-less Thursday

Thursday 18th February



Have you got what it takes to accept our Lenten challenge and give up your phone for 24 hours?

Prizes will be awarded for the top fundraisers!

We are raising money for Aid to the Church in Need to support a relief kitchen for refugees close to the Syrian border in Lebanon.

More information, including sponsorship forms, will be sent out before the half-term break.

We are trying to raise as much money as possible, so we are asking you to get sponsored for this challenge.



This event is being organised by a group of Year 13 students, for the whole school community.

CATERING TEAM



Mrs Margaret Parsons

Margaret joined SJP as Catering Supervisor this January and has been in catering for over 20 years! In her spare time Margaret enjoys going for walks.

Ms Jenny Williams

Jenny has been working at SJP for just over a year now as Catering Manager and has been in catering for over 10 years, Jenny enjoys spending her weekends going for long walks with her family.

Mrs Laura Whitten

Laura has been working in school kitchens for 5 years now and here at SJP for 3 years as the Sixth Form Café Manager.



COVER TEAM



Cover Team

Ms Lara Smaller

Lara has worked as a cover supervisor for the last couple of years in a variety of schools in Essex. Currently studying to be a teacher, she is due to graduate this summer. Lara enjoys maths, sports and baking. She is also a qualified gymnastics coach.

Mrs Maxine Hayward

Maxine joined SJP as Science Technician in 2015, and with no practical lessons taking place currently due to COVID restrictions, was redeployed to assist with sixth form study cover. She enjoyed it so much, when the Cover Manager role was advertised, she applied for the role. She has been under Mrs Shepherd's excellent tutelage and is now at the helm. Maxine enjoys fitness, family life, reading and eating chocolate!

Mrs Rosa Giappone

Rosa joined us in January as a cover supervisor, after having worked in a local Primary school. She comes from Sicily in Italy and enjoys reading, walking, with a love for languages and history. Rosa is married with a daughter.



NEW STAFF INTRODUCTIONS



Learning Support

Miss Anna McMinn

Miss McMinn is the new LSA at our school. Her passions include teaching, dance and walking in the great outdoors. Miss McMinn is delighted to be working at St John Payne and looks forward to supporting students and their development with her role.

Mrs Carole Cooper

Carole worked at SJP from 1996 in the SEN department, serving 19 happy years until 2015 when she took a role with Essex Young Farmers. However, due to the pandemic that job came to a natural end. The very next day the role of Learning Support Lead became available, which Carole accepted without any hesitation. Coming back to this wonderful school has been like coming home and Carole couldn't be happier about being here and working with our students.





STUDENT SPOTLIGHT

AVITA PRO FIDE



STUDENT SPOTLIGHT

AVITA PRO FIDE

Headteacher Award

Amidst the melee of the preparations for Christmas, Archie (7A) and Connor (7B) along with their family made a Reverse Advent Calendar.

Every day in December, up to and including Christmas Eve, the boys put an item – food, clothing or an essential, such as toothpaste - into a box – which was brought to the Foodbank Warehouse in Galleywood on Christmas Eve.

Great citizenship and compassion boys, well done!





STUDENT SPOTLIGHT

AVITA PRO FIDE

Headteacher Award

Congratulations to Natty and Tamsin in Year 10 for being chosen to represent England at the Dance World Championship in Spain later this year.

We are so proud of your talent and incredible achievement—well done!





STUDENT SPOTLIGHT

AVITA PRO FIDE

Jack Petchey Awards

The Jack Petchey Foundation was set up to inspire and motivate young people across London and Essex by providing exciting projects and programmes for them to get involved in. We also recognise the outstanding achievements of today's young people by awarding them for their hard work and positive impact in their community.



Isabella

Isabella has been consistently conscientious and studious in all school subjects. She does this with kindness and compassion to everyone she meets in the school community. Isabella is an incredibly talented dancer who has performed to the school and taught and led younger students in dance. Isabella has a strong faith and openly displays this at her local Catholic Church where she can be seen on the alter serving God and her community. She is a role model to all. Thank you and well done!

Joseph

Joseph, during his time as Head boy, set up many wonderful interventions for students struggling with maths. He organised maths clubs, tutored students and helped the department promote competitions for all abilities. Alongside his academic brilliance, he was a volunteer for the charity HCPT - taking vulnerable children with physical, mental and behavioural issues to Lourdes, France. Joseph is all that is great in a young person and his school is so proud of him!





STUDENT SPOTLIGHT

AVITA PRO FIDE

Jacob

Jacob has received a Jack Petchey award for his voluntary contribution to Life Changing Pilgrimages. Jacob has travelled to Lourdes and worked with many children who have a range of difficulties: physical, social and vulnerable - enhancing their lives and modelling behaviour that will stay with them forever. Jacob is a hardworking student who is driven in his studies and yet he still always puts the needs of others before himself - he lifts the spirits of everyone around him with his joyful demeanour and calm personality. Well done, Jacob!





STUDENT SPOTLIGHT

AVITA PRO FIDE

*From 7,
now 11!*

Year 11 update

With the focus being on the students settling back into their studies in school and their preparation for mocks, house points haven't been at the fore-front of the Year 11s' minds so we haven't quite managed to gain any certificates for those yet this academic year. However, so many of the students have stepped up to the mark and beyond for each and every subject and I was ever-so proud to write certificates for so many of the year.

For each of you who received a certificate—well done! For those of you who were so close, keep trying. Even with live lessons at home, we can see who is working hard and trying to improve their marks.

Keep working hard Year 11: send work in, email your teachers, engage in the live lessons and get the best grades you can - for you!

Mrs Coleman, Head of Year 11

Autumn Term 2020 Year 11 winners

Outstanding attitude to learning

Art & Design	Breanna 11C
Business Studies	Lily 11C
Computer Science	Ellie 11D
Design & Technology	Lucy 11B
Drama	Yasmin 11F
English Language	Joshua 11A
English Literature	Mzati 11B
French	Kate 11D
German	Stan 11S
Geography	Sophia 11B
History	Emmanuel 11B
iMedia	Hannah 11B
Mathematics	Jack 11A
Music	Joshua 11A
Physical Education	Charlie 11B
Religious Studies	Emmanuel 11B
Biology	Mzati 11B
Chemistry	William 11D
Physics	Vania 11B

Excellent progress

Art & Design	Mia 11B
Business Studies	Bradley 11B
Computer Science	Mateusz 11D
Design & Technology	Tina 11S
Drama	Cora 11D
English Language	Alex 11B
English Literature	Morotiola 11B
French	Katie 11S
German	Mikhail 11D
Geography	Morotiola 11B
History	Amelia 11C
iMedia	Sophia 11B
Mathematics	Chloe 11C
Music	Katie 11S
Physical Education	Harry 11B
Religious Studies	Yasmin 11F
Biology	Hannah 11S
Chemistry	Mateusz 11D
Physics	Afonso 11F
Sociology	Bernice 11S

Going that extra mile

Art & Design	Joseph 11A
Business Studies	Ivet 11D
Computer Science	Ivet 11D
Design & Technology	Hannah 11S
Drama	Tamara 11F
English Language	Max 11C
English Literature	Madison 11A
French	Bernice 11S
German	Mia 11B
Geography	Ellie 11D
History	Joshua 11A
iMedia	Faith 11F
Mathematics	Morotiola 11B
Music	Neha 11F
Physical Education	Luke 11F
Religious Studies	Praise 11F
Biology	Alexan 11F
Chemistry	Ellie 11D
Physics	Bernice 11S



STUDENT SPOTLIGHT

AVITA PRO FIDE

Year 7 have been trying to maintain the usual routines of school which has included the award of Form of the Week. Mrs Lusby asked teachers for feedback about how Year 7 were coping with online learning and the following students have all been particularly highlighted for their endeavours - very well done!

7A – Ariel, Isabelle S, Jamie A, Oliver B, Caiden, Isaac M, Leonard

7B – Averie, Zinachidi, Charley, Ibrahim, Kodey, Kieran,

7C – Luc, Maria I, Jonathan S, Mia, Oliver S, Joe T, Ryan T, John W

7D – Maya, Karina, Chido, Onyi, Caelyn, Josh A, Will B, Lewis, Thomas Irven, Joseph T

7F – Jamie B, Morgan, Jake T, Rebecca

7S - Ziad

Additionally, 7A and 7S were commended as whole form groups for their efforts in English while 7F were commended for their efforts in Maths and Science. 7B have also received praise for their improvement and engagement in online learning.

It is so lovely to receive such praise Year 7 – Well done! Remember Excellence is not being the best, but doing *your best. Keep it up!*

Mrs S Lusby

Head of Year 7



STUDENT SPOTLIGHT

AVITA PRO FIDE

Top Lockdown Linguastars!

These students have showed particular grit, resilience, curiosity and effort in embedding French/German knowledge into their long-term memory. They will have a very strong start to French and German this year because they have not given up and continued to ask questions and check their memory.

Year 7

Ariel O 7A, Zinachidi E 7B, Maria S 7C, Joseph T 7D, Stanley T 7F, Erith T 7S

Year 8

Greena R 8A, Elena CJ 8B, Thomas W 8C, Riya C 8D, Dotun A 8F, James H 8S

Year 9 French

Mia B 9A, Jayden J 9B, Rebecca R 9C, Jonty B 9D, Luke W 9F, Julia P 9S

Year 9 German

Kimberly S 9A, Sebastian B 9D, Edward W 9C, Ava C 9B, Dylan G 9F, Joshua S 9S

Year 10

Meg A 10C, David P 10B, Dola A 10D

Year 11

Ella T 11C, Stan W 11S

Year 12

Esme R 12S, Josh D 12D, Isabella W 12D

There is nothing complicated about learning languages, but it takes hard work.





LITERACY NEWS

AVITA PRO FIDE

Language during Lockdown – Making sure communication is clear while teenagers are at home

Our Year 9 students have been working on Language since Christmas, specifically getting to grips with the nitty gritty of the English Language. We are aware that during lockdown, parents and children need to keep the communication channels open and so, as part of their English lessons, students have had to look at language. We have asked them to come up with a Guide for Parents to help them understand teenagers. While they were at it, we asked them to think of new punctuation marks to help clarify meaning in written work, and a Spoken Language Policy for consideration at school. I think you will agree, they have risen to the challenge and put a lot of thought into this.

Well Done Year 9 (and parents, we hope this helps you understand them during lockdown).

Introduction

Talking to teenagers these days can be difficult for adults especially, having a kid can be the best thing that ever happened to someone but trying to communicate with their child as they turn into a teen can be hard. Using this guide can help the family to talk more often and better communication.

Teens Language

As the person trying to engage with the child you should never make him feel uncomfortable talking his way and his voice. You should also not change your way of talking but adapt it according to the child to remove communication barriers. Also removing the teens language could ruin the teen in a good and bad way.

A teen language will depend in the place where they live and culture knowing it will hugely help. Secondly teens language tends to just change words which can be easily implemented in your memory to understand.

*Remember to talk to teen with your usual voice and usual language

List of slang: Peng=attractive both genders, sick=good, salty=annoyed, Hench, buff=strong and muscly



ENGLISH DEPARTMENT

AVITA PRO FIDE

A Guide to the Teenage Language

This guide will help bridge the gap in communication between both adults and teenagers and it will also enable a much smoother communication system.

The teenage language may sometimes be quite difficult to comprehend, with words contrasting their 'dictionary definition' and unheard-of phrases. It is a lot like fashion – it becomes commonly used and popular for a while but only lasts a certain period of time before it is deemed as 'uncool'. Teenagers also use a variety of abbreviations while speaking as well as when texting. Teen slang is a fairly fast-paced 'language' that changes from week to week so it is absolutely vital that you have a basic understanding of these alien terms.

Some reasons why teenagers have their own terms for things are to help give themselves an identity to enable them to stand out from the adults in the 'real world'. It also enables them to speak freely to their friends without their parents having the ability to understand what they are talking to one another about. Teens also use it not only to create their own identity, but to express independence. It can also be used in attempt of fitting into specific social groups so a teenager's sociolect alters and they use specific phrases that are only used and understood by certain groups and are often carried out into everyday life.

Using this kind of vocabulary is an everyday asset to teenage life. While speaking to friends and family it is very common for teens to use slang and 'teenage vocabulary', so here are some key examples with meanings of common teenage words and abbreviations:



ENGLISH DEPARTMENT

AVITA PRO FIDE

My Language Policy

- When students are speaking to teachers in the classroom, they should be respectful, formal and should be using standard English. The teachers are there to help the students with their learning and are also much older so the pupils should express some gratitude back by being polite with their wording.
- When students are speaking to one another in the classroom they can speak informally but they shouldn't use super slangy or rude terms to talk with one another. This is because we are taught to use fairly standard English in class to prepare us for situations where we may need to use it.
- When students talk to teachers around the school, they should also be respectful and polite.
- When students talk with one another around school/lunch they can speak how they like. Break/Lunch etc. is a time to take out of lessons so they should not feel pressured to speak in a certain way. They can swear if they want to but it is not acceptable to use offensive terms towards people.
- In formal written work, students should use elements of standard English or should be writing fully in standard English.
- When note-taking in class, pupils can write things down however they like and in a way that helps them to remember what is being said in a lesson. They don't have to use standard English and can write informally if they choose to.
- At home and with family, it is perfectly ok to speak however you like or with terms or ways of speaking that you were raised with. However, it is better to speak to your elders: grandparents, parents, aunts/uncles more respectfully. Inappropriate or offensive words are discouraged.



ENGLISH DEPARTMENT

AVITA PRO FIDE

To Mum and Dad,

I would like to tell you about how teenagers my age talk to adults and teachers. Firstly, I would like to say that most teenagers would speak formally to any teacher because they might not understand the slang or specific words we use on a daily basis. Also, because I'm sure that teachers would like for us to speak formally because it will help for later on in life for example an interview which could then get you a job so you would need to make a good impression.

Whilst using social media us teenagers like to shorten words down or use abbreviations. Here are some examples: wdum = what do you mean, ite = alright, gtg = got to go and finally 2day = today. A lot of people tend to use just 1 letter like how r u instead of formally writing how are you. People never use full stops or commas if you are doing a list people just put loads of spaces in-between like today I have maths English science and geography. Also, if your friend posts and you're a girl you might put peng or gorg which means they are good looking and pretty.

Personally with my friends I normally use slang like most people as it is just an easier way of talking to someone and a lot quicker than saying a full sentence. We are also able to have a laugh then and it doesn't sound so serious.

When I am older and go for job interviews or when I am writing out a job application I will use standard English as it will make a much better impression to them and I am more likely to get accepted.

SEMI-PLAUSE:

Semi-plauses stem from the musical note: semibreve.

Semibreves represent a 4 beat note which highly corresponds to the use of Semi-plauses. As a result, Semi-plauses signify that the word or phrase that they are highlighting is emphasised more than the average. This can have a major effect on the meaning of a sentence.

However, Semi-plauses have a secondary use. They can show a sense of sarcasm. The 'pause' originates from the word plausible which means a statement seeming reasonable or probable. Notice how semi means half or partially. The symbol could also be debated as representing a gasp or a mouth that is wide open in shock. Therefore, when used in context, a semi-pause can indicate that you're shocked about something but the situation is typical.

Semi-plauses may sound complicated and difficult but trust me, they're easy once you get used to using them!

Why would you use a Semi-pause:

You would use a semi-pause to emphasise certain parts in a sentence to make your meanings more accurate. I also recommend using Semi-plauses because they're a way of showing sarcasm in writing.

ENGLISH DEPARTMENT

AVITA PRO FIDE

The Crank = 4.
Can be used when describing intense anger or hatred. (e.g. I hate you 4.)
The Lank = 5
A reverse crank; can be used for intense happiness or joy! (E.g. I'm so happy 5)
The punctuation can ONLY be used for when you are at the peak of emotions and thus probably won't be used that often.
Examples:
"I hate that she follows me around 4. I've done everything I can to stop her but she's too stubborn."
"This is the BEST rollercoaster ever 5"

4 - F
5 - B
6 - H
7 - E
8 - G

My Punctuation Mark:
□
↑
The Not Mark

The Not mark is used partially in irony, but mainly used to end off sentences, but it reverses the sentence's polarity, eg:
"I'm having a great time □" - This would actually mean I'm not having a great time. It's a better way to reverse a sentence's polarity as opposed to having to say "I'm having a great time. Not!" This sounds more Sney in a way so using the Not mark would be more serious.
I believe that □ could catch on and feel it is needed in a lot of scenarios.

© The Circulation mark
This new punctuation 'The Circulation mark' can be used similar to an explanation mark '!' but instead is used to over exaggerate something. For example 'It took hours!



MATHS DEPARTMENT

AVITA PRO FIDE

Hello! Welcome back after the Christmas break.

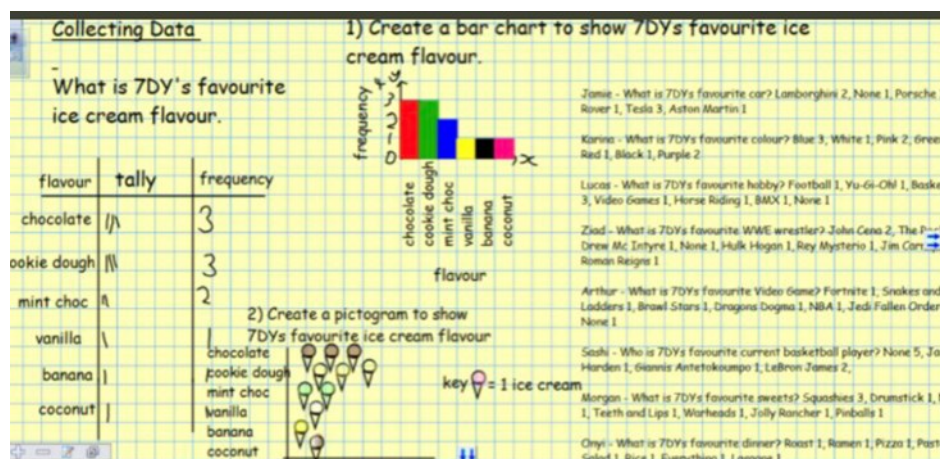
The members of the maths department miss seeing you all and so we are starting a 'Face on Thursday/Friday'. Within lessons on Thursday and or Friday your class teacher may ask you to turn your camera on – if you would like to, then please do!

We are all settling into the online lessons and hope that you are enjoying the mixture between live lessons and independent practice. Don't forget to upload a photo of your work to the relevant assignment within the TEAMS app!

Some classes have been studying calculating angles and we would like to share the photos that were uploaded by Mrs Green: Challenge – can you find any angle facts in real life and add a photo to our Twitter feed?



Other classes have been working on data diagrams and calculating averages.



We would also like to congratulate the Year 12 students who received their November GCSE results. Some amazing results – well done. Take care and remember to get out and about—maths is everywhere!



RS Department

AVITA PRO FIDE

The Good Samaritan parable.

The task was for the students to write a modern account of the Good Samaritan parable. They needed to consider where there is social discrimination/conflict in societies today.

Luke 10:25-37

"Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, 'Love your neighbor as yourself.'

Tilda

Modern Day: The good samaritan

A young man was walking home from the shops. He hadn't got much, just a few things. He was a member of a gang. There was a rival gang that they often had fights with. The young man lives in a high crime area.

Some people saw how he payed in the shop. He had wads of cash and expensive Jewellery from selling drugs. They followed him out the shop, he tried to go faster but they cornered him in an alleyway. They took all his money, his chains, Jewellery, even his clothes. He was left in only his old jeans. Left unconscious, shivering and with nothing left. The young gang member needed help-fast.

Soon a member of his gang came past. At first the gang member was worried about him. But then hearing about he got beat up and the money he had lost, he left him. He was angry about how his friend had been so foolish and had let his guard down so easily.

Then a ^{boy} of the beat up man's drugs came by. The beat up man pleaded for help, but the drug addict refused, she only wanted the drugs. She told him she would only help if he gave her drugs. But they people who did this too him took his slash too. So the drug addict left him too.

Finally a young woman came past. She was a member of his rival gang. They hated each other! But when she saw him, she immediately came to his aid. First she called in an ambulance, and then the police. She gave the beat up man her water, and her food. When the ambulance came, she went with him until his family arrived at the hospital.

Because of this young woman, the man lived. She saved his life. However she was in the rival gang. The only times the rivals met, was to fight. It was not his friend, a member of his gang or a buyer. It was the young man's enemy.

The young woman's gang was furious with her for helping someone they hate. They were also very surprised. But they threatened to throw her out of their gang. She explained to them that she did it because that is what God would want her to do. They realised she was right. Some of her gang then admitted that it was them who did that to him. She was mad but she forgave them, as God would want her too. Her gang soon started to help people out more.

The man's family was relieved, grateful, also surprised. They were in completely different gangs. But they realised, without the girl, he would have died.

God wants us to be kind to each other, even though we think differently and act differently, we should still help.



Geography

AVITA PRO FIDE

MONDAY // 25TH JANUARY // 001

NEWSPAPER

BASILDON AND THE NEW TOWNS ACT OF 1946



Basildon before 1946

What was the New Towns Act?

KITTY DAY 10A

The 1946 New Towns Act established an ambitious program for building new towns. It meant that the government had power to designate areas of land for the new town development. Several new towns were created in the years following its passing. The Act was replaced by the New Towns Act 1965 and, later, the New Towns Act 1981. In 1945 John Reith, 1st Baron Reith was appointed as chair of the New Towns Commission. The commission concluded that there was a need to construct new towns using the instrument of development corporations supported by central government. The New Towns Act 1946 cemented this vision in 1946 and New Towns were born.



Basildon in the present day after the 1946 New Towns Act

The impact of the act in Basildon

The project began with the New Towns Act of 1946, which sought to restore the nation's housing stock after the second world war but also, in southern England, check the urban sprawl of London by enticing city-dwellers to modern settlements outside the green belt. In the first phase, that meant places such as Harlow, Basildon, Stevenage, Hemel Hempstead, in later phases, Peterborough and Milton Keynes. Between 1946 and 1970, 32 New Towns were designated across England, Scotland, Wales and Northern Ireland. New Towns not only accelerated the rate at which working class people were rehoused after the war but it offered a vision of a 'balanced community'. As the project continued, places kept growing and being built up. By the 1960's the Basildon development

Corporation bent itself to the dictates of capital as it sought to attract more desirable, middle-class inhabitants to its corner of South East Essex. Residents accused Basildon Development Corporation (BDC) of privileging the interests of large retailers like Marks and Spencers over those of its residents, and the Corporation admitted that they would have to sacrifice certain aspects of their long-term plans to the short-termism of capital. Residents of Basildon often identify the 1980s as a tipping point when the town's depredation took hold: the introduction of Right to Buy, the dissolution of the Development Corporation and cuts to the budget of local arts and culture provision.

KITTYMAIL – PRODUCING TOP LEVEL WORK FOR YOU EVERY TIME THERE'S HOMEWORK
IN THIS ISSUE: MORE ABOUT THE NEW TOWNS ACT OF 1946 HOW BASILDON HAS CHANGED IN THE LAST 100YRS

Evolution of learning: is it hot.... is it not?

Elizabeth discusses the pros and cons of modern-day school learning.

COVID-19 is a massive event that has impacted many lives, mainly for the worst. Young people all over the country and in many parts of the world are now struggling with on-line learning at home. While there are some pros to this remote learning, the cons overtake the pros. Undeniably, there are some students who enjoy this new way of learning but mostly- myself included- are looking forward to the day we can return to school.

Undeniably, there are many positive points about staying at home and doing- online learning. Firstly, you don't have to get up early for your classes. You can wake up later than usual and your school is right there in your bedroom – and right inside that one laptop. Furthermore, because you don't have to get ready in the morning you can look a real fright and all from the comfort of your bed. No-one is going to see you to criticise the fact that your hair is a total mess. Right now, in fact, I am sitting here in my PJs and it is 2 o'clock in the afternoon! To not have to worry about looking as pretty as a picture every day is a real blessing.

As well as this, there is the fact that staying at home has economic and ecological benefits. People are saving money because they don't have to take the bus or the car which also reduces the traffic that you would ordinarily see in the morning. This, in turn, reduces carbon emissions and further stops the environment being polluted even more.

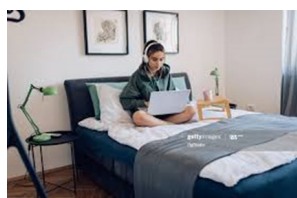
However, despite these positives, I feel there are far more negatives to learning at home. The biggest problem that we have to face is trying to find our motivation. Parents cannot take the place of teachers when it comes to getting us to stay focused. Furthermore, as we are at home, there are many things that can distract us such as annoying younger siblings, who we are not used to spending time with all day long. There is also the temptation to stop listening to the teacher in favour of a few minutes on social media. In school, our phones are banned from lessons but, at home, my phone is a constant and very distracting companion

Another problem is we don't get the personalised learning that we need and which we have easy access to when we are taught in school. Normally, if a student gets stuck and needs help a teacher can speak to them privately while the rest of the class gets on. During an on- line lesson, this can't be done: if a student needs individual help, the only way they can get it is if the rest of the class logs off.

Another worry concerns our lack of social interaction. Teenagers are really social animals and we need a different range of people around us in order to develop . In the house, where we don't have our peers, it is a struggle emotionally and socially as there are some things we can't talk about with our parents and frankly don't want to talk about; all in all, we need to make bonds with people our own age. And this is something that we cannot do during lockdown.

Finally, we have a loss of freedom. We cannot do the simple things that a teenager is supposed to be able to do. We are missing out on all the things that people say characterises the prime time of life and become a part of an adult's happy memories. My memories of 2020 –21 will not be of going to parties, being silly, getting into trouble and enjoying well deserved freedoms; rather I will simply have memories of imprisonment.

So, in conclusion for me – undeniably- on-line learning is proving the hardest and strangest time of my life. While I don't miss having to get up early, I desperately miss both the social and academic side of being in school and can't wait to get back to school.



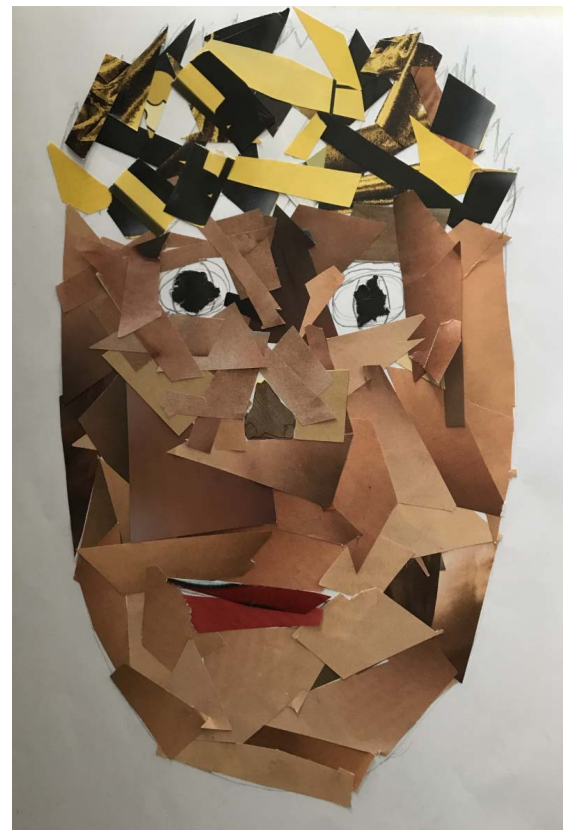
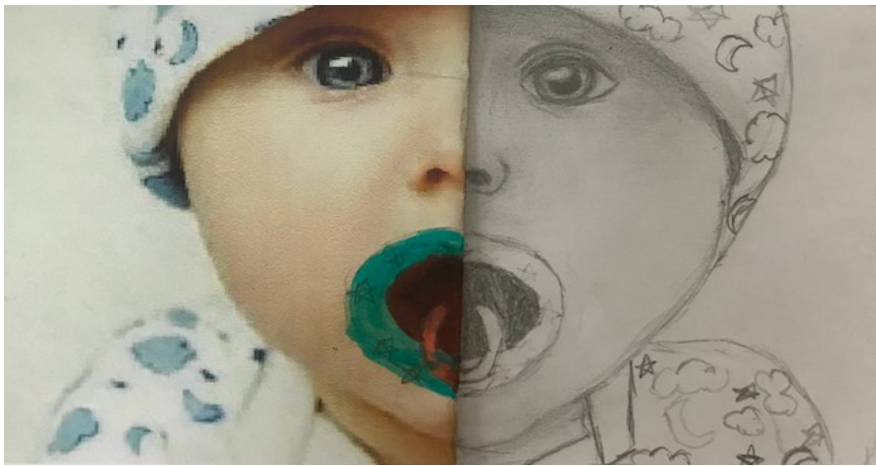
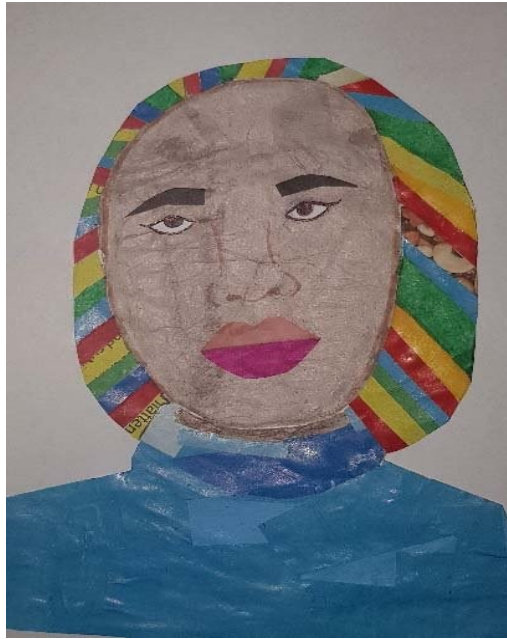
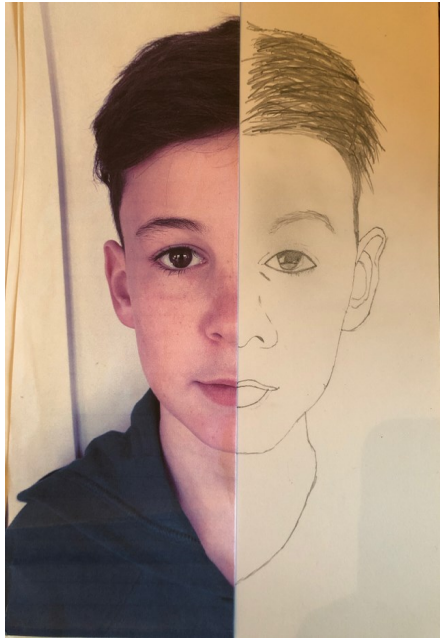


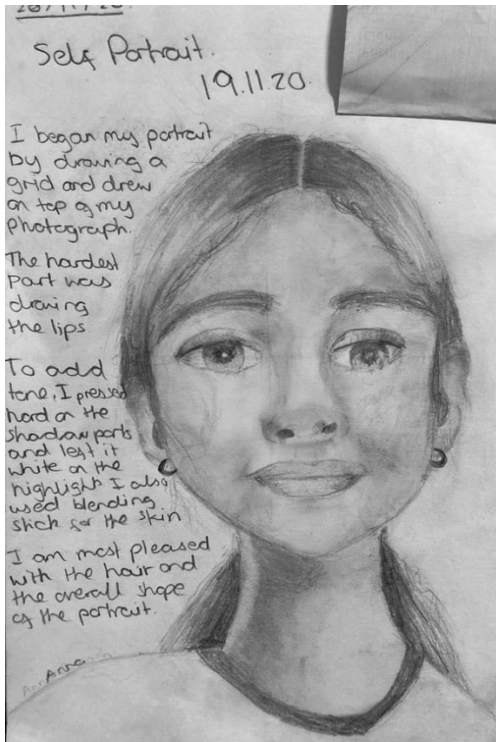
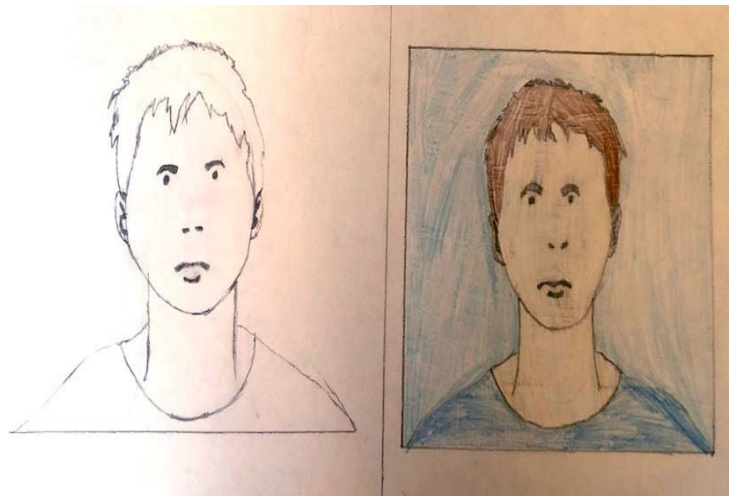
THE ARTS AT ST JOHN PAYNE

AVITA PRO FIDE

Year 8 Art

A selection of some of the great art work being produced for the Portraiture Project by our lovely Year 8 during lockdown. Well done to Alfie, Anna, Crystal, Ethan, Harrison, Ivy, Jeneta, Kaejon, Leticia, Lola, Theo, Victory and Will.



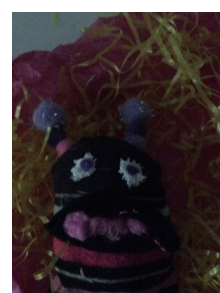






D&T DEPARTMENT

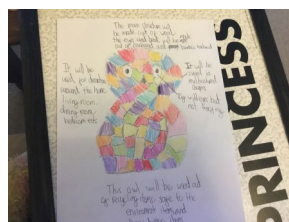
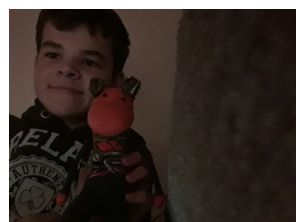
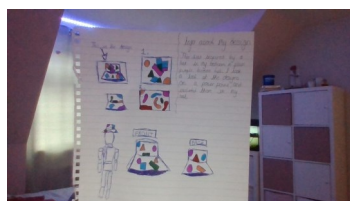
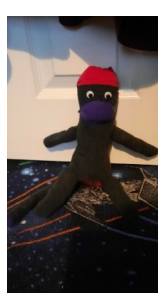
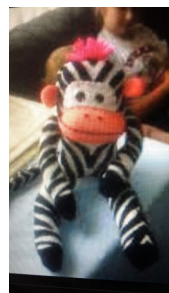
AVITA PRO FIDE



Key Stage 3 Design Technology work

Like in the first lockdown, the Key Stage 3 students are really stepping up to the challenges and work that we are setting them in their Design Technology lessons. Food practicals are happening each week—most with successful outcomes. Marble runs have been made out of many a cereal box and some used Minecraft to great effect. A number of students have produced fantastic entries for the Design Ventura mini challenge which is continuing to run into February (<https://ventura.designmuseum.org/design-ventura-mini-challenge/>) and we have even had some cute sock animals.

Keep up the hard work pupils—the Design Technology department can't wait to see what you produce next!





Key School Events





Black History Month 2020 - update

Thank you, again, to everyone who took part in the competitions for BHM and thank you to the 6th formers and staff who acted as judges for the entries. I am pleased to announce that the winners were:

Art entry – Millie H Yr 8

Creative writing/Poetry entry – Emmanuel O Yr 11

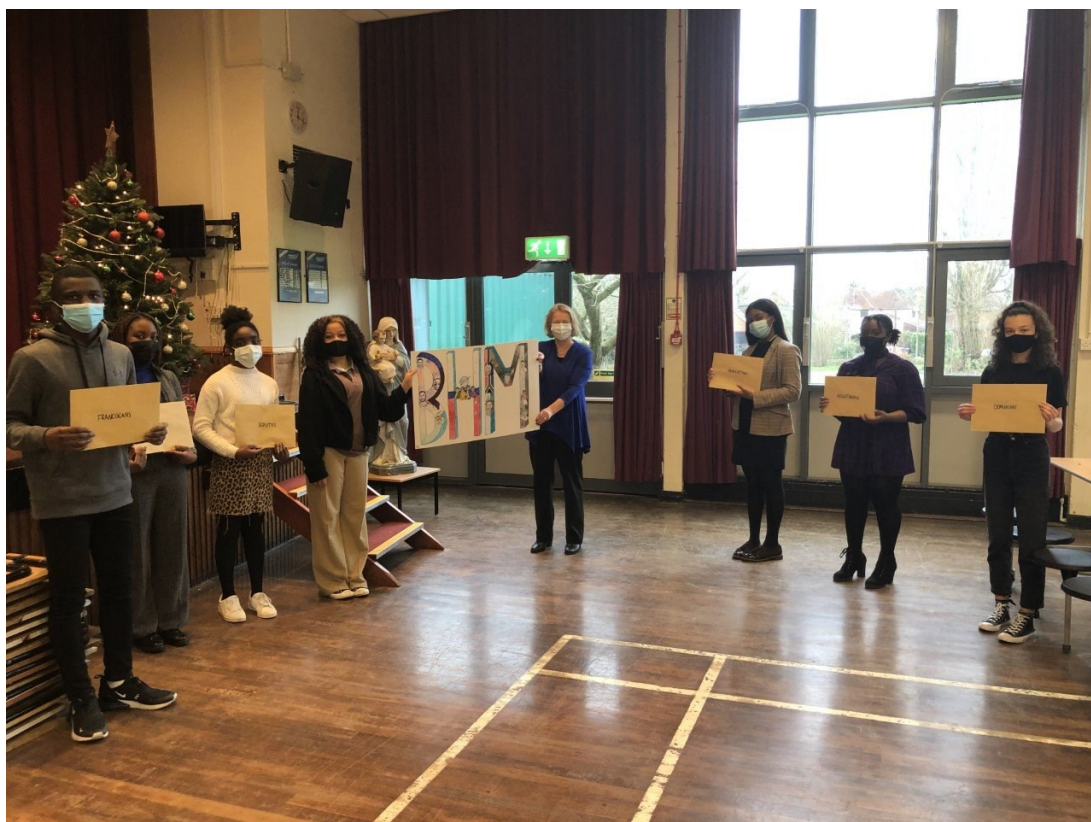
Overall participation – Precious Yr 8

Highly Commended – Matthew S Yr 8, Chifundo Yr 12, Aleah Yr 8, Ayomide Yr 8 and Olivia D Yr10.

I am very excited about the plans that Am, Chifundo and Stephnie in Year 12 have for display that, when we return to school, they will implement. It is going to look fabulous.

Lastly, I wish to thank Vicky Ford, MP, for visiting us on the last day of the Autumn term. Some of our students presented the letters from each form group, asking the government for a more diverse curriculum. She spoke to them about their competition entries and what their plans are for the future.

Mrs J Coleman, Head of Year 11



ST JOHN PAYNE



AVITA PRO FIDE

Red Wednesday

On behalf of Aid to the Church in Need (ACN), I would like to thank you and St John Payne Catholic School for your donation. We very gratefully acknowledge receipt of the sum of £428.99; we will assign your donation to our #RedWednesday fund.

Your unfailing support for both #RedWednesday and ACN exemplifies the school's heritage and motto, Avita Pro Fide, wonderfully well.

I have enclosed a certificate for you to display in school with our thanks. I would be grateful if you would convey our thanks to Mr Coen, your colleagues as well as to the students and the wider school and parish communities for their support.

With the season of Lent fast approaching, our updated Lent resources are available to download and use from our website.

On behalf of Aid to the Church in Need, I would like to thank you, your colleagues as well as the student body, their parents and their families at St St John Payne Catholic School once again for their generosity and commitment to #RedWednesday.

Yours sincerely,

Mr Errol Palmer



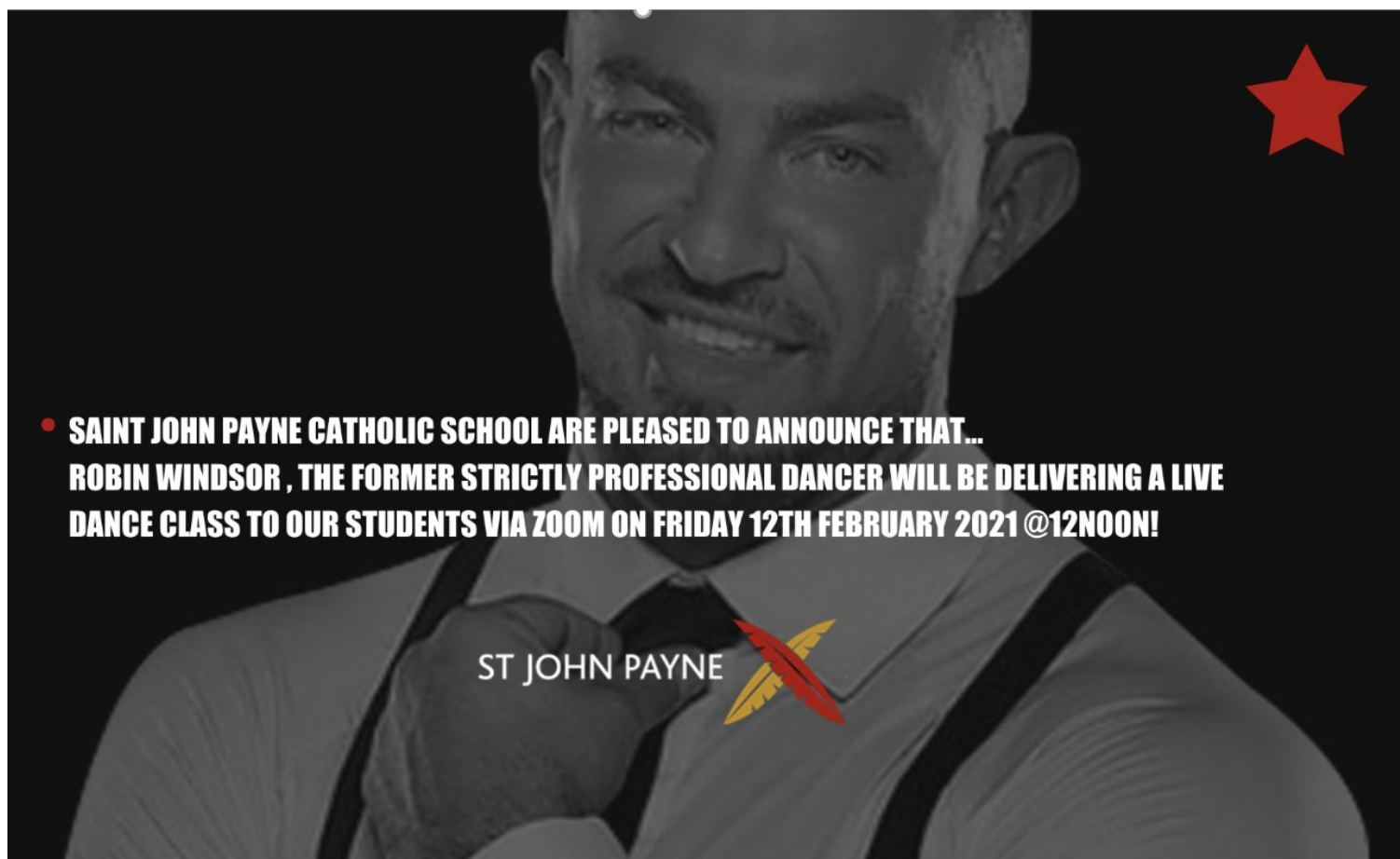
ST JOHN PAYNE



AVITA PRO FIDE

As you know, in support of staff and student mental and physical well-being, we are running a 'Pause the PC' activity day on Friday 12th February. I have some exciting news to share with you: at 12 noon on Friday you are invited to strut, shimmy or slide into the world of Strictly Come Dancing! The Ex Strictly professional Robin Windsor will be leading an online team's dance class for our whole community.

Dance is fun and it really helps with stress and anxiety. A joyous end to a challenging half-term. If you would like to join us for this amazing event **please reply to kad@sjp.essex.sch.uk Thursday 11th February and I will add you to the teams invite.**



- **SAINT JOHN PAYNE CATHOLIC SCHOOL ARE PLEASED TO ANNOUNCE THAT...
ROBIN WINDSOR , THE FORMER STRICTLY PROFESSIONAL DANCER WILL BE DELIVERING A LIVE
DANCE CLASS TO OUR STUDENTS VIA ZOOM ON FRIDAY 12TH FEBRUARY 2021 @12NOON!**

ST JOHN PAYNE



ST JOHN PAYNE



AVITA PRO FIDE

Pause the PC 12/02/21

In support of student mental and physical well-being, we are going to run a 'Pause the PC' activity day on Friday 12th February. Students will register in the morning as usual for form time and then choose 2 or 3 activities to do during the day. Students should send photos of their activities to their form tutors by 3pm. There will be house points and rewards for the best ones. Ban the screens, get creative and have fun!

Get creative!

Build a den, furnish it and photograph yourself inside it.

Create a piece of art entitled 'My Identity'. You can interpret this title in any way you choose and choose any art form. You can paint or draw a picture, create something out of clay or paper mache ... anything artistic!

Bake a celebration cake. It should be clear what your cake is celebrating: a birthday, a wedding, a season, Valentine's day ... anything that you think deserves a celebration.

Learn to do something new: knit, sew, ballroom dance, speak a new language – whatever you want.

Photo montage: take and put together a series of photos that captures your experience of lockdown.

Write a lockdown song: film yourself singing it.

Create a statue or a product using household rubbish: the more imaginative – the better

The reader and the writer within you!

Read a novel! For all you bookworms, take some time out and read for a couple of hours.

Write / draw a cartoon on a theme of your choice..

Become a television journalist for the day! Write a report about lockdown. You can make things up but keep it light hearted. Film yourself delivering the report.

Get fit!

Go on a long bike ride

Go for a long walk

Go for a jog

Dig the garden and plant something

....Or anything else that is active and fun and gets you away from your PCs.

Do a work out to a Joe Wickes video

While you are at it: do 3 acts of kindness over the course of the day from making your mum a cup of tea, sending a friendly text or phoning your gran. Make someone smile.

Pastoral Support

One of the things we know from the previous lockdown is that it is really important to look after our mental wellbeing. Therefore, we want to remind you that although the school is closed, the pastoral team are still here to support you all. To get in touch, please contact us by email **pastoralassistants@sjp.essex.sch.uk** and then we will be happy to arrange a catch up either by email or over the phone.

The following organisations also offer fantastic support and excellent resources for young people:



[YoungMinds - children and young people's mental health charity](#)



Kooth - <https://www.kooth.com/>

Kooth is your online mental wellbeing community. Access free, safe and anonymous support.

Childline - <https://www.childline.org.uk/>

The logo for Childline, featuring the word "childline" in white lowercase letters on a solid blue rectangular background.

[Childline | Childline](#)

Get help and advice about a wide range of issues, call us on 0800 1111, talk to a counsellor online, send Childline an email or p

The logo for YoungMinds, featuring the word "YOUNG" in yellow and "MiNDS" in grey.

The logo for Kooth, featuring the word "kooth" in black with two stylized speech bubble icons integrated into the letters 'o' and 'o'.

The logo for Childline, featuring the word "childline" in white lowercase letters on a solid blue rectangular background.

**Your online mental
wellbeing community**

Children's Mental Health

You will be aware that last week was **Children's Mental Health Week** and this year's theme is 'Express Yourself'.



[Children's Mental Health Week 2021](#)

Children's Mental Health Week. Children's Mental Health Week is taking place on 1-7 February 2021. This year's theme is Express Yourself. Watch our Royal Patron HRH The Duchess of Cambridge's video message to mark the start of the week.. Our Virtual Assembly with BAFTA and Oak National Academy is now available to view and share – featuring Jodie Whittaker, Oti Mabuse, Matthew Lewis.

[The Duchess of Cambridge sends message to mark Children's Mental Health Week - Children's Mental Health Week 2021](#)

The Duchess of Cambridge sends message to mark Children's Mental Health Week. To mark the start of Children's Mental Health Week, The Duchess of Cambridge, Patron of Place2Be, has sent a message of support encouraging children and parents to find ways to share their thoughts and feelings, particularly during such a challenging time.



[“I Express Myself Through...” – virtual sessions on creative expression - Children's Mental Health Week 2021](#)

“I Express Myself Through...” – virtual sessions on creative expression. In partnership with BAFTA Kids and Oak National Academy, we've created a series of free virtual sessions led by experts and familiar faces across acting, art, content creation, dance and writing.

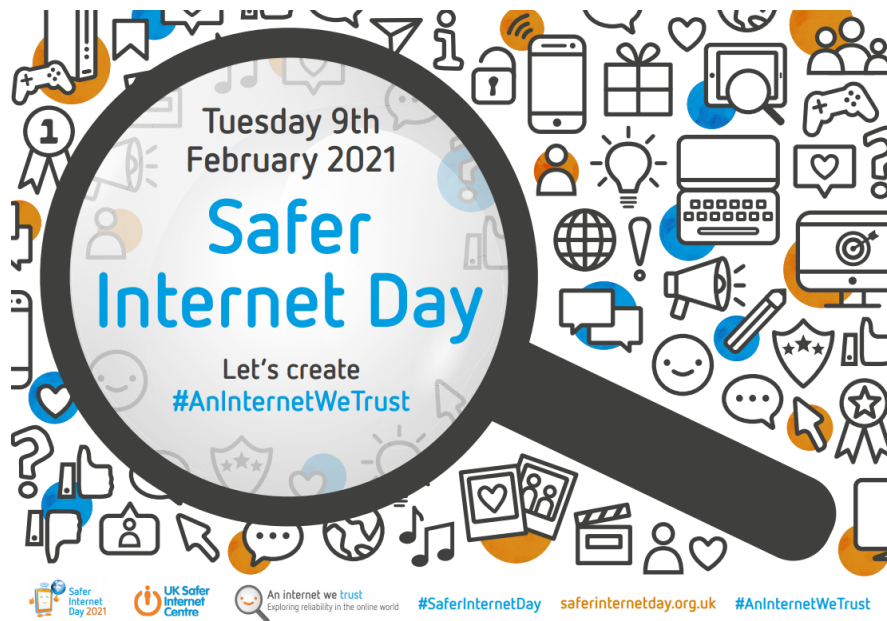
<https://youtu.be/q86eAKYoDCQ>

Safer Internet Day 2021 - An internet we trust 09/02/21

Today on Safer Internet Day the UK Safer Internet Centre is inviting everyone to play their part in making the internet a better place.

Celebrated globally and coordinated in the UK by the UK Safer Internet Centre, Safer Internet Day is a great opportunity to talk to your family and friends about the safe, responsible and positive use of technology, and to pledge how you will help to create a kinder and better online community.

Across the day, a range of exciting activities are taking place, from youth events and celebrity support, to our [#AnInternetWeTrust](#) social media campaign. While over 1,500 organisations across the UK are getting involved in supporting the day, with schools and youth groups using our [Education Materials](#), [Virtual Assemblies](#) and [Safer Internet Day films](#) to engage children, young people, parents and carers.



<https://www.saferinternet.org.uk/page/education-packs.html>



Safer Internet Day 2021

<https://www.saferinternet.org.uk/page/education-packs.html>



USING TECHNOLOGY SAFELY:

A checklist for using technology safely with young people in the classroom, at school or even at home.

Technology is a vital part of both young people's lives and an educators professional and personal life. The following checklists, along with the 'Social Networking guide for teachers and professionals', have been designed to ensure that you are able to face these challenges whether at school or at home.

At home

Managing your professional reputation

- **Google yourself** - review online content which relates to you and take steps to secure or remove any private or unwanted content.
- **Choose profile pictures wisely** - even with a private account the profile picture and bios are usually visible. So think carefully about what you share and what it might say/ reveal about you.
- **Think before you post** - be mindful of how pupils; parents; and employers may view you and your online content.
- **Act according to school policy** - schools have policies about anything which can cause harm or distress to others or brings the name of the school into disrepute, including content shared out of school hours.

Securing your content

- **Privacy settings** - setting these to private will allow you to control who can see the content you share. They can usually be found within the settings of the account. Although remember that content can easily be screenshotted and shared more publically.
- **Pin/passcode on devices** - always set devices up with a strong pin/passcode lock to ensure personal data and images are secure.
- **Strong passwords** - Make sure you use a mixture of lower and upper case letters, symbols and numbers within a password as this will make it stronger. Also remember to change them regularly and keep them to yourself.
- **Logging out** - always log out of online accounts when leaving a device in order to secure the content.

What to do if you are the target of cyberbullying

- **Don't retaliate/ respond** - this will often aggravate the situation further.
- **Keep the evidence** - screenshot or print out all content and keep a record of any incidences you are unable to capture content of.
- **Report** - You can report online content directly to the site as well as to your senior leadership team who should support you in handling cases of cyberbullying.
- **Seek advice** - this could either be through your senior leadership team or by contacting the **Professionals Online Safety Helpline** (POSH) who can support professionals with any online safety concerns, including cyberbullying. **0844 381 4772** or **helpline@saferinternet.org.uk**



There's snow place like school!

It was great to see so many students in despite the bad weather, and to see them (and staff) enjoying the snow at lunch time.



ST JOHN PAYNE



AVITA PRO FIDE

NEXT HOUSE COMPETITION:

RE-DESIGN YOUR HOUSE FLAG!

INDIVIDUALISE IT FOR YOUR HOUSE!

BE INSPIRED BY YOUR INDIVIDUAL HOUSE CHARACTERISTICS!



SEND YOUR HOUSE ENTRIES TO:

House	Email
Augustinians	interhouseA@sjp.essex.sch.uk
Benedictines	interhouseB@sjp.essex.sch.uk
Carmelities	interhouseC@sjp.essex.sch.uk
Dominicans	interhouseD@sjp.essex.sch.uk
Franciscans	interhouseF@sjp.essex.sch.uk
Servites	interhouseS@sjp.essex.sch.uk

ST JOHN PAYNE



AVITA PRO FIDE

OCT – DEC HOUSE COMPETITION

<https://www.youtube.com/watch?v=zB7eDHrf9hg>

**DEADLINE FOR ENTRIES:
FRIDAY 4TH DECEMBER!**

Winners for:

- **Funniest**
- **Most House entries**
- **Most creative**
- **Best fits the brief**

TASKMASTER



WINNERS

Category	Winning House	Points Won
Funniest	Augustinians Ruby 8A	600
Most House entries	Augustinians	600
Most creative	Benedictines 10B	600
Best fits the brief	Franciscans Ariana 8F Augustinians Tilda 9A	600