



Lady Lumley's School

Newsletter

26th February 2021 Issue Number 522



Dear Parents and Carers

I would like to start by sharing some really good news. As you will be aware the process of converting Lady Lumley's School to an Academy has been ongoing since last June and I am now delighted to confirm that Lady Lumley's School will definitely be joining Scalby Learning Trust. Subject to finalising the legal process, conversion is likely to take place on April 1st.

Having worked closely with colleagues from the Trust over the last few months, I know the ethos and core values on which the Trust is based align very well with the ethos and values we would all want for Lady Lumley's School. I am very confident they will have a real positive impact on our work and that working in partnership with Scalby School will make us stronger as we all strive to make Lady Lumley's the best school it can possibly be.

I wrote to you earlier this week with regards the re-opening of school from March 8th. As I explained the reopening to all students will need to be phased in order to allow us to carry out the mass testing of students and staff. I can now confirm the following return dates:

Monday 8th March – all students in Years 11, 12 and 13 will return

Tuesday 9th March – all students in Years 7 and 10 will return

Wednesday 10th March – all students in Years 8 and 9 will return

We will continue to set work for students who will still be at home on the Monday and Tuesday in the usual way. Live support will continue through Itslearning, but the support usually offered through Microsoft Teams may not be available as all teaching staff will be in school and I am not convinced the school network will cope adequately with multiple Teams support sessions!

With regards to the mass testing of students, as you will be aware, this is something I would advocate in line with Government guidance. However, no student will be tested without parental consent and no student will be prevented from returning if parents choose not to give that consent. A second copy of the links to the consent forms are below, and I would like all parents/carers to complete this form to either give your consent for testing or indicate you do not give consent. A 100% return from parents is vital in assisting us with our planning.

Please follow the blue link below for parents (Year 7-11) and students (Year 12-13) to complete the electronic consent form. Please also read the Terms of Consent and Privacy Statement on the school website under 'News' – 'Covid19'.

[Year 7 student consent form](#)

[Year 8 student consent form](#)

[Year 9 student consent form](#)

[Year 10 student consent form](#)

[Year 11 student consent form](#)

[Year 12 & 13 student consent form](#)

As I am sure you can appreciate even with a phased return the logistical challenges of mass testing large numbers of students on any given day will provide us with a huge logistical challenge. Thank you to those parents and carers who have volunteered to help. It will be impossible to keep returning students individually isolated until they have been tested and received their results. On returning to school students will return straight back to the classroom and attend normal lessons. They will remain in year group bubbles throughout the day and be called for testing by tutor group. Of course, there is a chance that a student who is asymptomatic will test positive and at that point both they and any close contacts from throughout the day will unfortunately have to go home to self-isolate.

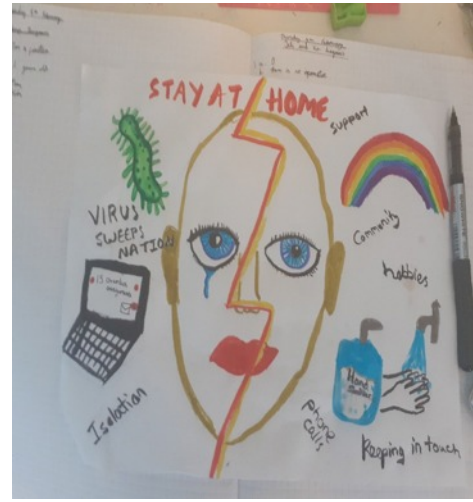
I am sure students in Year 11, 12 and 13 will by now have seen the Ofqual announcement about how exam grades will be allocated. It will take time for us, as a school, to digest this information and put a plan in place to ensure our students get the best possible outcomes in the summer. Please reassure your children, ensure they remain positive and we will be in touch once we have a clear plan for the remaining few months of the academic year.

Thank you for your ongoing support and I will be in touch next week to confirm final arrangements for the return to school including information about school transport.

Stay safe. Stuart Cleary

Back in January we ran an art competition following the art department's assembly about one of our Core Values - 'Community'. The students were challenged to create a piece of art/photography that took inspiration from their community: school, home, local area.

Kerry Harper and Heather Tinkler



Before half term, the student leadership group held their first meeting virtually over TEAMS. Despite the fact it could not be held in person, it was still a great discussion and many excellent points were made. Due to the current situation, itslearning and online learning were large points of conversation. The members agreed that narrated PowerPoints and audio feedback have benefited students and helped to improve online learning. We also believe that TEAMS has been extremely useful and has helped students to communicate with their teachers easily. There was also a conversation about different ways we could engage with the school and the local community to keep people connected. We want to remind students the school can continue to help them through this time and they can contact teachers and pastoral for support. You can also contact your tutor's student leadership member with any ideas or questions. **Heather 7GPN.**



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A colorful illustration of various baking tools and ingredients. In the foreground, there is a yellow stand mixer with a white bowl and whisk, a wooden mixing bowl with a wooden spoon, a pink container labeled 'BAKE' holding several utensils, a red kitchen scale, and various small bowls and containers. In the background, there is a blue sky with white clouds, a yellow tent, and a string of yellow triangular bunting. A rolling pin and a whisk are also shown floating in the air.

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Y8 Science Work

Year 8 were asked to complete some research and write a science article related to their waves topic with a maximum of 200 words. Please see below some of the student's work.

Why do dentists leave the room when you're having an X-ray done? By Eli Mallison

The dentist would leave the room (not because they're being rude) but it's for their own safety.

X-rays are basically the same thing as visible light rays. Both are waves of **electromagnetic energy**, but our eyes can't see the short wavelength of x-rays, so they are invisible.

Dentists use x-rays to see inside of your gums. When an x-ray passes through the body, it stops when it hits bone or teeth because they are solid objects that the x-ray can't pass through. The x-ray machine turns this information into an image like the one above.

X-rays contain **radiation** which can be deadly to human beings. The dentist leaves the room **during an x-ray** because there is a six foot scatter zone for the radiation from the **x-ray**. Although the radiation caused by one x-ray is very small they do lots of these and over time that would add up to quite a lot which could be harmful so they leave the room for their own safety.



Light, Camera, Action

How can UV light prevent fraud and fake bank notes?

UV lights can be used to detect fake bank notes because the colouring of the details change. Under UV lights in Kenya, genuine bank notes appear dull and without any differences but on fake bank notes, the vertical serial numbers on the left hand side appear yellow and the arrow shape appears to have accents of yellow and green alongside it.

But how is it used to stop fraud?

When examining identity documents, UV light can make counterfeit documents appear more shiny than genuine documents.

How can an IR camera help with your heating bills?

An IR camera, also called an infrared or thermographic camera, that produces an image based on the radiation and can detect heat or coldness.

These types of cameras can be used within your home to detect many things, such as: heat loss, wasted energy, bad insulation, draughts, insufficient tightness of air, damp and even leaks!



What about Stealth aircraft

Some aircraft are super stealthy. This is because they have a radio-absorbant surface. The waves used in Radar are similar to light waves. In the same way that some materials absorb light very well such as black paint, some materials absorb radio waves very well causing them to go undetected against Radar.

RAF Fylingdales

An example of a Radar base close to school is RAF Fylingdales. This is constantly scanning the skies for enemy aircraft that might want to attack England.

How does Radar detect enemy aircraft

Steps

- 1) Radar sends out a pulsed radio signal
- 2) The soundwaves from the Radar travel until it reaches an object such as an aircraft or submarine.
- 3) The soundwaves are reflected back to the Radar (an Echo)
- 4) The echo is then picked up by the antenna and displayed onto a screen so people can see where objects are.

Careers Updates

Next week is National Careers Week, and all students will be sent a reminder of where to access support, including specific events for National Careers Week and virtual work experience opportunities.

We're hoping to resume meetings with our careers advisor upon the return to school, with students in Year 11 and Sixth Form being prioritised. Students will be notified through their tutor.

Watch out too for a new section of our school website with information for parents and carers about careers updates, including apprenticeships.

LGBT+ History Month - Diversity

Before the half term, students were encouraged to think about what 'diversity' means to them and how we can better foment it at Lady Lumley's School. There were some really thoughtful comments and contributions from students across school, on what we could do better to ensure that everyone feels welcome in our school community.

Diversity does not just cover LGBT+, but it covers being different in general. For example, religions, races, and backgrounds. People who are from a different religion could have their holidays celebrated as well as the Christian celebrations. 7ORE

If you are LGBTQ+ or follow a certain religion, you could share your story and beliefs with others to help them understand who YOU really are. We could have an extra non-uniform day where we wear rainbow colours to show our acceptance and understanding. We could have Pride and religious flags around the school hall to recognise everyone's personality. 8RWI

We could have some more posters around school, but more informational ones about sexualities such as: non-binary, genderfluid, pansexual, asexual, omnisexual etc about sexualities that people may not know of. 8KBA

The main way to make someone feel included is just treat like you would treat me or any other person and support them with their decisions and don't be mean and let them be who they are. 8HGI



Supporting wellbeing

During these uncertain times it is important to look after our wellbeing, so here's a reminder of where you can look for support or guidance:

Student Support email - support@ladylumleys.net available for students who might be finding things difficult at the moment. A member of the pastoral team will reply to this email.

Young Minds – Their website includes guides for both parents/carers and young people. As a school we successfully raised over £500 through our 'Hello Yellow' non-uniform day back in October.

One You - The 'Every Mind Matters' campaign from the NHS includes guides on dealing with change, self care and dealing with social media. There are tips for parents/carers to help support children who may be struggling with their mental health.

NHS England – A clear article with tips and guidance on what to do if you're a young person and you're struggling, including further links to other websites and support.

Rise Above – Orientated towards young people, this website has plenty of videos and tips on a wide range of wellbeing and mental health issues.

Compass Buzz 'Buzz US' service - Compass BUZZ offers a confidential text messaging service to young people aged 11-18 across North Yorkshire. By texting the service on 07520 631168 you will be able to receive confidential advice, support and signposting from a wellbeing worker within one working day via text.



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itslearning

As you know our Virtual Learning Environment is called itslearning and this is where all of our schemes of learning and lesson resources are stored to support students and parents/carers.

You will also be aware that you, as a parent/carer, have access to these plans and resources via the Parental Portal. This enables you to monitor your child's home learning and curriculum coverage with your own log in details.

If you require any assistance with logging into the Parental Portal please contact me in school via bdavis@ladylumleys.net. Brian Davis

The Department for Education has published an open [letter](#) from the Secretary of State for Education to parents and carers about the decision to lift restrictions on education from Monday 8th March. The letter also provides information on the asymptomatic testing programme and safety measure. Alongside this the Department for Education has updated [guidance](#) on what parents and carers need to know about early years providers, schools and colleges and parents and [carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#).



Useful Contact Information:

Main School Office: 01751 472846

Sixth form: 01751 470024

Finance Office (ParentPay): 01751 470043

Finance Office (ParentPay) Email: jphillips@ladylumleys.net

Admin Email: admin@ladylumleys.net

Student Support Email: support@ladylumleys.net

Twitter @ladylumleys

Out of Hours Covid-19: 07308 305913

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