

5 June 2020

Dear Parents/Carers, Students, Governors, Old Olavians and Grandparents

### Headteacher's Newsletter 72

I hope you and your families had a good half-term break.

The Government has now confirmed the phased return of Year 10 and Year 12 to schools from Monday 15 June 2020. Consequently, we have been following the Government guidance and you should have received letters this week from either Mrs Maxwell or Mr Birtchnell, if you are in Year 10 or Year 12, about how this return will look, and arrangements for a remote pastoral support meeting next week. Our plan has changed from the one circulated before half-term so please do look at this detail carefully. **We are confident this plan prioritises the safety of students and staff.**

Students will only come into school when asked to and will leave once their sessions have finished. We feel this gentle, co-ordinated approach will help students adjust to a different environment after all this time away. It would allow us to provide both pastoral and academic support and give time for students to see others in their form or year group. Government advice has been the opening of schools to Year 10 and Year 12 is to supplement learning at home and this is our intention.

Parents of students in Year 7, Year 8 or Year 9 would have received a different letter from Mrs Maxwell about a pastoral support meeting, which we plan to happen remotely next week.

As the reopening of school will require further detailed planning, including staff returning to school for the first time since the lockdown, alongside the remote pastoral meetings which are taking place and a pastoral programme for the week with themed days and activities for students to engage with remotely, there will be no new core academic work set by teachers for all year groups during the week beginning Monday 8 June. Students will also still have plenty of academic enrichment tasks to engage with, so this week gives them the opportunity to explore subjects in more depth, and also to consolidate and catch up on any work that has been left unfinished and reflect on the conversations following the remote pastoral meetings. I feel that we should in no way underestimate the impact of returning to school will have on everyone involved with the school. There will be concerns, worries and anxiety around this return and it is important this is managed well.

In the meantime, guidance for secondary school provision from 15 June 2020 can be found at <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>. We have also benchmarked our offering against other schools to ensure are offering is appropriate.



ONLINE, ON THE PHONE, ANYTIME  
[childline.org.uk](https://www.childline.org.uk) | 0800 1111

As remote learning continues and the nature of this type of learning requires students to be online more, it is important parents and students are aware of the need to stay safe online and know how to report any safeguarding concerns. The Child Protection policy has

once again been amended to further reflect the changing situation. The policy as well as further information about staying safe online are available on the School's website. The details of Childline should anyone wish to gain support from this external agency are here: <https://www.childline.org.uk>

May I remind parents school would be available to students of key workers if required. There would only be supervision of independent student remote learning. No teaching would take place. If this is something you would like your son to now attend please email Mrs Maxwell ([rmaxwe@saintolaves.net](mailto:rmaxwe@saintolaves.net))

Moving onto more regular items in my newsletter, please tell your friends or family that we are currently looking for a Head of Finance. Further details can be found on the school website by following this [link](#).

Our students continue to excel in the work they produce, the competitions they enter and in their accomplishments. You may be aware that we have created an area on our school website which documents the amazing work our students are doing during the lockdown, and this work includes the following:

- Year 12 student, Arunabh Bagchi, has been selected for the Cambridge Senior Physics Challenge 2020. He will be attending the VIRTUAL SPC in Cambridge from Monday 29 June to Thursday 2 July. The Virtual SPC will consist of one or two sessions each day of pre-recorded mini lectures (10 - 20 minutes) on topics on Quantum Mechanics from 'A Cavendish Quantum Mechanics Primer'.
- Congratulations to our Year 9 Physicists who have shown the initiative and drive to set up their own Junior Physics Society during the School closure. The Society had its inaugural meeting on Monday 1 June, where Aaditya Nandwani gave a superb presentation on 'The Big Bang and Formation of the Early Universe'. The meeting was well attended, and we look forward to more high quality presentations from our budding Physicists.
- The whole of Year 9 and 10 were given the opportunity to sit the Junior Physics Challenge in exceptional circumstances and, given the issues with access to IT equipment in some cases, we had a fantastic turnout of about 70% of the two year groups. The students have worked really hard and achieved fantastic results once again! In total, the school was awarded 59 Gold, 52 Silver and 51 Bronze awards. Particular congratulations go to the eight Year 9s who have already achieved a Gold award in this difficult test. They were Ojas Tiwari, Joshua Mead, Nirros Sarvamohan, Amitan Joseph, Benjamin Sharp, Avdesh Dagar, Abhinav Perikala and Ioan Negru. Well done to all who participated!



- Well done to the students who have put together the first edition of the Olavian Mathematical Newsletter with a range of articles, including one from Dr Ashford on his journey into mathematical research. Other articles include:
  - Surya Senthilkumar – ‘The power of graphs’
  - Rishi Tandon – ‘The importance of mathematics on our lives’
  - Advait Menon – ‘The Mathematics behind neural networks’



If any student, Old Olavian or parent would like to contribute to the Mathematical Newsletter, please contact Aditya Palaniappan, William Song or Ms Lawrence. We hope you enjoy reading the first edition, which can be found on the school website.

- Congratulations to Year 12 student, Ishan Kalia, who wrote about wealth taxation and its importance in the current context, and this has now been published on the University of Sheffield's Blog page of the Political Economy Society Research Institute (SPERI). SPERI is an international research institute which aims to understand the major economic and political challenges arising from capitalism. The researchers there work with policymakers and international business partners, and their work is regularly cited in international media including the BBC and the FT. His article can be seen by clicking on this [link](#).
- For the past few weeks, Year 7 have been learning about black presence in the Tudor period, a time before the slave trade was established in England. These lessons are based on the book ‘Black Tudors’ by historian Miranda Kaufmann. This is a very new field of historical research and as such very few schools have implemented it into their KS3 curriculum. Students were asked to write a speech, letter or newspaper article explaining the importance of learning about black presence in England before the slave trade. Their responses were incredibly mature and thought provoking.



## BLACK TUDORS IN HISTORICAL ENGLAND

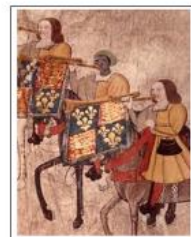
By Tom Sears

FOR years many people have assumed that England was an entirely white country before the 1950s.

But in recent studies it has been discovered that there were black people in England in the Tudor period – as free and active members of society.

Award winning historian Miranda Kaufmann said: "Once people learn of the presence of Africans in Tudor England, they often assume their experience was one of enslavement and racial discrimination.....For all who thought they knew the Tudors, it is time to think again."

One of the discoveries revealed in Kaufmann's book, Black Tudors, is John Blanke



John Blanke, (a trumpeter in the royal court) pictured in the middle.

### THE WEEKLY HISTORY PAPER

## BLACK TUDORS

THE UNTOLD STORY

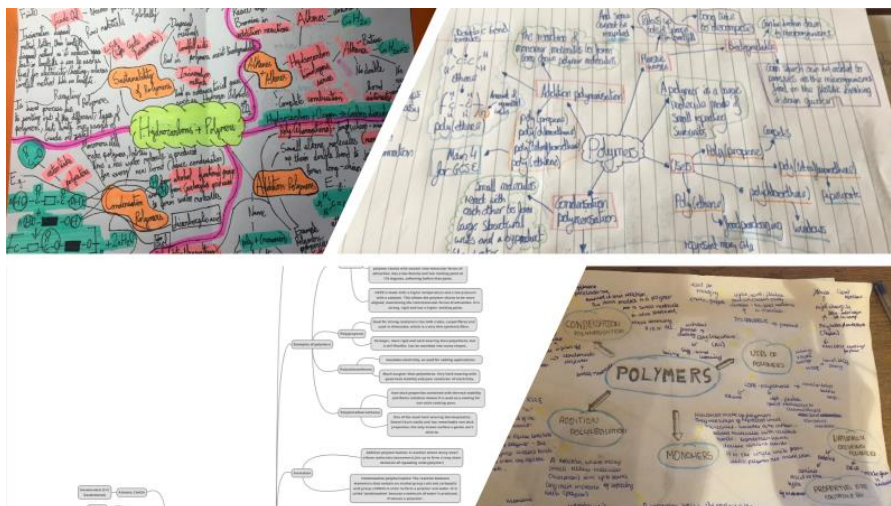
Should our Children be Learning About Black Tudors?

By Mohit Gangi Reddy 7H

- We were very proud to hear of Year 10 student George O'Connor's efforts who, over the lockdown period, has signed up for the Duchenne Dash AT HOME. Over the course of five weeks he is cycling 600km (the distance to Paris and back) to raise money for Duchenne UK. George has already completed almost three weeks of this challenge and raised £471. Duchenne Muscular Dystrophy is a muscular dystrophy effecting many boys in their teenage years, whose muscles become weaker until they eventually are unable to do anything. Many are unable to walk by the age of 12 and they often only live to see their 20s, no more. If you would like to support his fundraising efforts please do so via the following [link](#). Well done George.



- Well done to 10K and 10M who have produced these excellent mind maps on polymers.



- Connor McMichael has created a Stop Motion Animation to describe his 'best friend'. Connor wrote the script as well as creating and editing the video. This is an excellent and creative project, which can be seen by following this [link](#).
- The French Department maximised the use of the technology available to offer unusual and at times cross-curricular ways of consolidating or exploring further different topics. In Year 7, after learning vocabulary on buildings in towns, Ms Gardiner offered her students the opportunity to use Google Maps to do some virtual tourism. This implied choosing a famous building in a French town of their choice and finding the names and addresses on the map of a prescribed list of other buildings or shops. Students completed the table and drew from Google maps, their own labelled maps.

In Year 9, students wrote answers to prescribed questions on the topic of family and relationships. Mrs Saunders asked students to voice over two slides in French, after written answers were corrected. This work will be used as revision material for the written and oral papers for GCSE examinations.

In Year 12, students used the Rfi.fr and TV5 Monde to read articles about the impact of quarantine on French speaking countries, on various aspects of life and the way that these countries are dealing with returning to normal life. They wrote their own newspaper front page or more, on a focus of their choice.

**LE JOURNAL de Lucy**  
 www.lejournal.fr Le journal le plus lu de France vendredi le 10 mai

## Coronavirus: Les Impacts dans le Monde Francophone

Partout dans le monde les gens sont en train de lutter contre la pandémie de Covid-19. Mais, comment agissent les pays maintenant pour éviter les impacts les plus graves ?

Bien que les décès dans ces pays soient en baisse, il y a des soucis concernant l'état de l'économie. En France, les autorités ont dit que les français pourront aller en vacances en France d'ici le mois de juillet. *Twitter: le*



France



Petit commerce : Ore - Ducasse au château de Versailles. Adresse:



### Confinement dans l'Hexagone

**Les principales mesures prises en France pour lutter contre la pandémie.**

Depuis le 17 mars, l'Hexagone est en confinement après une épidémie de COVID-19, avec la consigne « restez chez vous ». Il y a eu beaucoup de mesures en place

sanitaire qui limitait les contacts et les déplacements humains en imposant des règles de distanciation sociale et ne quitter sa maison que pour les besoins nécessaires. Les besoins nécessaires comprennent les achats de nourriture, les soins et le travail



Les rues vides, pendant le confinement en France

et il fallait présenter d'alimentation

- Well done to Year 9 student, Aneesh Rao, who did an excellent write-up on 'Investigating Shadows & Measuring the Earth Experiment'.

Investigating Shadows & Measuring the Earth Experiment: By Aneesh Rao 9L

In this experiment I am attempting to calculate the rotation of the Earth as well as calculate the radius and speed of rotation of the Earth.

To set up my experiment, I put a bamboo stick (measuring 65 cm) in the middle of my garden connected to another bamboo stick via a piece of string. This string from the original bamboo stick would be where I measured my angle from.

The experiment has been set up in a south facing garden.

To ensure accurate measurements I printed off a larger protractor online and backed with card. This made sure the cross hairs lined up perfectly with the centre of the stick.

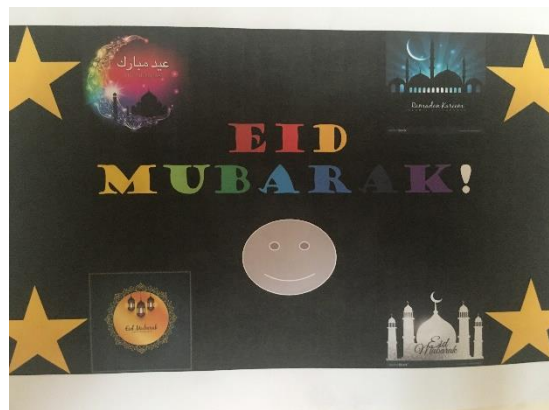
Below is an image of the setup I used:



Below is the setup I would use to measure an angle:



- The month of Ramadan finished recently. Year 9 student, Humayl Hussain, completed 30 days fasting and celebrated Eid in Lockdown. Humayl created an Eid Poster to celebrate.



Moving onto Careers news, summer holiday on-line internships are available from our partner organisation InvestIN Education at <https://investin.org/>. These are paid for career experiences for students aged 15 to 18. St. Olave's students are eligible for a discount. Bursaries are also available for students who meet certain criteria. A range of careers are covered including investment banking, medicine, engineering, psychology, film-making, computer science, law, international politics, architecture and entrepreneurship. The experiences last four days but students can choose to attend just the first three days. Days one to three provide an immersive experience alongside top professionals with virtual networking and question and answer sessions with them. The final day is one of personalised career coaching.

Apprenticeships are still being offered by employers from the Springpod platform which is available to students in Years 10 to 13 via their school emails. On-line careers talks are available in their Learn Lounge at <https://www.springpod.co.uk/learn-lounge>. Here students can participate in interactive polls and Q&A and can catch up on previous talks by watching the recordings. The site also hosts on-line open days for universities and colleges.

The charity Scope is offering free careers advice for students aged over 16 via their Careers Pathways scheme. There is also support information available for parents. The scheme is intended to help any students who are experiencing disabilities or impairment including those of mental health such as anxiety or epilepsy. Help is available by telephone, Zoom or Skype. Advisors will help students to develop their career goals and create an action plan to help them achieve them. Contact is at [careerpathways@scope.org.uk](mailto:careerpathways@scope.org.uk). Alternatively, you can register your interest online at [www.scope.org.uk/career-pathways](http://www.scope.org.uk/career-pathways)

Well done to Harvard who won the quiz the week before half-term, narrowly pipping Bingham by three points! They now join Cure as double Champions...

House	Top 50 scores + staff average	Student Responses
Bingham	898	59
Cure	844	52
Harvard	901	70
Leeke	891	64
		245

This week's quiz includes 'Not as it seems', 'What's missing from the song lyrics', 'Random Trivia' and 'Non Verbal Reasoning'. You can enter this week's competition by following this [link](#).

Look after yourselves and your families.

Yours sincerely



Andrew Rees  
Headteacher

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The [St. Olave's website](#) and twitter page - [@saintolaves](#) has many more stories of student endeavour and success. Please do keep sending me news items and student successes either via colleagues or email. The email address is [publicityteam@saintolaves.net](mailto:publicityteam@saintolaves.net). Do not forget to include all the details along with a high-resolution photo you are willing to share and have published on the school website.

If you would like to donate into the Voluntary Fund to support the development of our school and enhance learning, and you are not already doing so, please follow this [link](#) to the Virgin Money Giving webpage.

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