



# Challney High School for Girls

Easter 2020

# Challney Chronicle

Where community matters



Respect • Opportunity • Achievement



CHILTERN  
LEARNING  
TRUST

## A Message from our Headteacher



Dear Parents and Carers,

Welcome to the latest edition of Challney Chronicle.

We are living through a most challenging period and I do hope this finds you all safe at home with your families.

When we launched the Challney Chronicle last year, you will have noticed on the cover it says 'Challney High School for Girls: where community matters'.

I said to staff as schools closed that Challney High School for Girls is more than bricks and mortar and that our community will continue, even though the building has closed. Our girls have risen to the challenge with their work and also with their messages of support for the wider community and particularly the NHS.

Our school community feels more important than ever as we support each other. I would like to thank all of our staff, support staff, admin staff and teachers who have worked so hard over the last two weeks to get work to the girls and support them at home. Thank you so much for your messages of support and thanks, which I have passed onto the staff. I would like to offer my sincere thanks to all of our parents and carers who have been supporting the girls at home. This has enabled them to tackle the work independently and with a clear focus.

The girls all have a timetable which has also been emailed to parents as well. This timetable will continue after the Easter holidays.

Please take care over the Easter break. Please follow all the government guidance to keep you and your families safe.

With my very good wishes

**Joanne Mylles**  
Headteacher



**Ofsted**

We were enormously proud of our Ofsted report following the inspection on 14–15 January 2020.

I have shared below some of the key quotes which I hope you will have read in the report as well as a reminder of the overall judgement.

**We achieved this outstanding judgement as a community: staff, students, parents and carers, governors, the Chiltern Learning Trust and the wider community.**

Overall effectiveness: Outstanding

The quality of education: Outstanding

Behaviour and attitudes: Outstanding

Personal development: Outstanding

Leadership and management: Outstanding

The belief that all pupils can develop the skills and confidence to become 'influential women of the future' is threaded through every aspect of school life. Staff and pupils share this ambition.

Pupils are proud of their school.

Classrooms are places where pupils can be curious, questioning and unafraid to make mistakes.

People are important at Challney High School for Girls. Staff feel valued and respected. Pupils' well-being and success are at the heart of everything the school does.

The school is a lively, harmonious place to be. Leaders successfully promote a culture of teamwork, aspiration and trust.

Leaders, trustees and governors are unswerving in their determination to raise achievement and develop pupils' character. This has a hugely positive impact on pupils' life chances.



# A Message from our Head Girl



I know these times aren't easy. Some of us have gone from saying we don't want to wake up for school, to saying we miss school. This isolation period has, for sure, made us realise the freedoms we have but it's also a time where we need to push through and stay strong. We can see this as an opportunity to experiment with different ways to educate ourselves, so try to use your time in the best ways. See what works for you and what doesn't. It won't be easy but I guess that's even more of a reason to try harder. I hope you all are doing well and remember that this is a time of perseverance.

**Maria Siddique**  
Head Girl



## Stop press

Our examination results in summer 2019 have been recognised in the annual SSAT awards.

We are proud to announce that Challney High School for Girls has won an SSAT Educational Outcomes award for being in DfE Band 1 for student progress at Key Stage 4.

We are very proud.

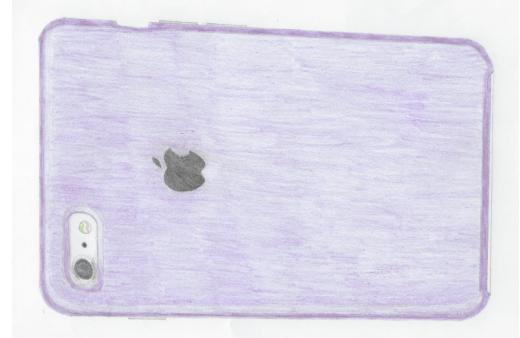
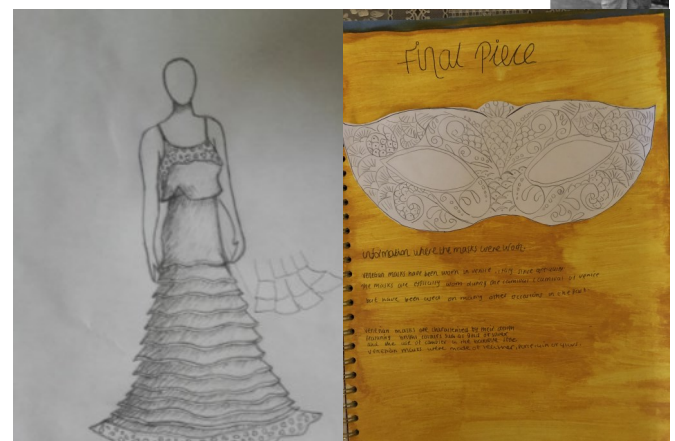
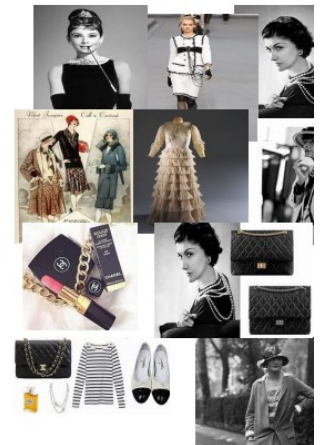


COCO CHANEL

## Creativity in action

Some examples here of the excellent work that has been going on in D&T.

For more examples go to pages 17 and 19.



## Senior Team and Prefects



### Senior Team and Prefects

We are immensely proud of our new prefects in Year 10. It was a very tough choice this year and many students were interviewed by Ms Daniel, Mrs Price, Ms Mills and Mrs Mylles. This resulted in over 60 prefects being appointed and an exceptional Senior Team, all of whom, we are in no doubt will be 'influential women of the future'.

We have made the exciting decision to allow the Senior Team to wear business dress this year, as a way of acknowledging their maturity and professionalism. Each girl has received a voucher from the school towards their new suits and we think you'll agree they look very smart and stylish. Our talented and committed new Head Girl, **Maria Siddiqui** is joined by **Seerith Shah** and **Destiny Lewis** as her capable deputies. All three have contributed immensely to the school community through fundraising and have shown commitment to learning, making progress in all their lessons. They have a lot of leadership experience, which they've built upon since Year 7, even teaching parts of their lessons to their peers.

We have created a new role for **Nadia Ahmed** as Communications Leader. Nadia will do a fantastic job at promoting student voice and sharing stories of success in the wider community. **Aayat Sheikh** and **Aribah Wajid** are our new Senior Reading Assistants and they will be organising and training the reading assistants; sharing their expertise. **Kawsar Hashimi** and **Eshal Tanseer** will do a superb job as Senior Librarians, helping to organise library activities as well as aiding the day to day running of the library.

**Lieza Raja** and **Hadia Tasadduq** have already made a significant contribution in their new roles as Senior Duties Prefects, helping to ensure there are always prefects on hand at lunchtimes to support students and staff.

We would like to congratulate the girls on this fantastic achievement and we look forward to working with them to take our school 'beyond Outstanding' over the coming years.

**Ms J Mills**

Assistant Headteacher

### Words of wisdom from our Challney High School for Girls Alumni

I hope you are all well and staying safe. While we might not be able to see our friends and teachers right now in a world of uncertainty, we can latch on to the silver lining of the situation and see it as an opportunity. You won't get this much time to yourself again for a long while, so take the time to try something new. Set yourself a challenge, read the book you have always wanted to read, learn a new language for fun, become a baking pro, learn to code - do whatever you have always wanted to, because now is the time. Focus on you and finding what *you* love. You never know, it could turn into something later down the line and more importantly, it could be the thing that sparks your happiness. You could either use this time as an opportunity to discover something new, or skip it and perhaps regret the missed opportunity. The choice is yours! (My words of wisdom go to the teachers too!)

**Maya Modi**

Challney High School For Girls, 2005-2010



# PE / Books and Reading

## Trust Dodgeball Tournament

The Year 7 and 8 Dodgeball teams competed in their first Trust Dodgeball Tournament this term. The girls came up against some strong opposition. With their determination and teamwork they were awarded 2nd place, narrowly missing out on 1st place to Chiltern Academy.



Miss O Smith  
Head of PE



## Books and Reading

As you probably know, here at Challney Girls we are very passionate about reading and books! We encourage the students to read regularly, both to support their studies and also for pleasure. We appreciate that at the moment it might be quite difficult to get hold of suitable books and with this in mind we have put together some helpful information on the Library section of the VLE. You can find the library section under Study Support or use the following links:

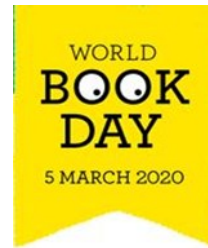
<https://vle.challneygirls.luton.sch.uk/study-support/library/reading-ideas>

<https://vle.challneygirls.luton.sch.uk/study-support/library/reading-at-home>

These will give you some ideas of what to read as well as some places you can download eBooks. Reading really supports everybody's learning, whether it is fiction or non-fiction, those students who read more show increased progress and are more successful in all aspects of their lives.

## World Book Day Celebrations

World Book Day was on 5 March and we celebrated this not just in the library but all round the school. We held a variety of activities so there were plenty of opportunities to get involved.



The Build a Lego Book Scene competition was very popular, with students building scenes from their favourite books using Lego. Many of their models had multiple layers and were built over several days!



Staff and students got involved with the Book Inspired Baking competition with some amazing results, not just looking lovely but tasting fantastic too.



Our Book Title Anagram competition kept everybody active during the week with new clues posted around the school each day.

As well as the competitions, we also celebrated the students' hard work and progress with their reading. Those students in Years 7 & 8 who had achieved 100% of their Accelerated Reader points target for at least 2 of the first 3 half terms were rewarded with hot chocolate in the canteen during one of their English lessons. These students are reading and quizzing regularly and their efforts are rewarded with clear levels of progress as well as the hot chocolate!

There was also an opportunity to design or colour in some book marks as well as collecting the special WBD book marks that were available in the library.

The entire school took part in Drop Everything and Read. This meant



that for the last 20 minutes of period 4 on World Book Day the whole school stopped what they were doing and made time to do some reading.

Thank you to everyone who got involved—we hope you enjoyed it!

## Expressive Arts Evening



### Expressive Arts Evening – 4 March

Challney High School for Girls is an outstanding school, full of students' and teachers' talents which was celebrated at our first **Expressive Arts Evening** held on 4 March. It was a fantastic night for our parents, teachers, governors and girls. We had 90 parents in attendance and a considerable number of teachers, who all came to support the hard work of our students and their expressive arts teachers who had worked tirelessly for the past 6 weeks. These included professional musicians, such as vocal coach Miss Shahid, drum kit tutor Mr Magill and guitar tutor Mr Abji. The audience enjoyed a variety of performances of drama and music executed to the highest standard by Years 7-11 students. The performances included an extract from popular musical Annie, poetry reading, collaboration between drama and music on a James Bond themed performance by the band and dancers, a new interpretation of Billie Eilish's 'Bad Guy', Bollywood dancing, a pantomime extract, fantastic piano solos and much more.



Mrs Mylles, the headteacher, "could not be more pleased with the confidence of students and quality of performances on the night." Miss Ponsonby commented that it was one of the best evenings she had been to for many years at CHSG.

Although teachers' and pupils' hard work was an essential part of the successful evening we must not underestimate parental support and their engagement in school life; whether they support girls at home, encourage them to be the best they can be or attend school events.





## Cultural Capital



### Celebration of cultural capital and parental engagement

We are very lucky to have such strong support from our diverse community. There is plenty of research internationally suggesting that parents play an absolutely vital role in children's education, especially in building and developing cultural capital. What's more, there is strong evidence to link how cultural capital such as music, arts, visiting museums, listening to inspirational speakers or even visits to the park improves children's progress and attainment at school. For example, American research by Haigen Huang and Guodong Lian in 2011 collected data from 32 countries revealing that parental expectation had the strongest influence on student performance, not just in mathematics and science, but also across all the other subjects. 'Parent's Cultural Capital and it's effects on children's academic performance' by Farah Riaz from the Department of Rural Sociology, University of Agriculture, Faisalabad also states that cultural capital is the knowledge, experience and skills children gain at school and through their life that enables them to succeed. She continues to say that parents who provide cultural capital for their children, along with school, play a very important part too. This partnership makes it harmonious for children, helping them to succeed. This study was designed to assess the cultural capital and its effect on academic performance of the students.

With this in mind, I have conducted my own research on the impact cultural capital has on our students. Many subjects delivered excellent experiences this term for the girls across the school, such as RE and History trips, MFL studies on French school life and a fantastic DT Exhibition of KS3 skills. All this experience builds girls' appreciation of the world and makes them confident and influential woman of the future. Parental and student surveys also confirmed all the above, with 85% of our parents and students agreeing that both school and parents are responsible for developing cultural capital through visiting arts venues, museums, concerts and universities, along with listening to inspirational speakers and successful businessmen. Parent visits to school are an important indicator of parent's interest in the academic activities of their children. These visits bridge the gap between the environment of home and school. Parent interaction was also found to be significantly associated with the grades of students. With this in mind, it is worth remembering that there are places to visit; such as local Luton Libraries and Stockwood Park Discovery centre which are always full of events happening on a monthly basis. Of course, not forgetting the importance of visiting families and visiting local parks eventually when coronavirus has passed! Keep safe and have a nice holiday.

**Mrs B Ellis**  
Head of Music



# Cultural Capital

During the Easter holidays there are a range of online resources available to keep your daughter busy and also extend both her cultural and school learning.

## Theatre

**The National Theatre** is streaming a range of free plays at home on Thursdays at 7.00pm. This is a chance to both enjoy first class acting at no cost as a family and also to extend your daughter's cultural knowledge and learning. This includes knowledge about Shakespeare, which could support her learning in English.

### National Theatre at Home schedule is below:

Thursday 9 April: Jane Eyre by Sally Cookson

Thursday 16 April: Treasure Island by Bryony Lavery

Thursday 23 April: Twelfth Night by William Shakespeare

These can be accessed directly from the below link:

<https://www.nationaltheatre.org.uk/nt-at-home>

## Netflix

If you have NETFLIX as a family, there are range of documentaries available; from those exploring science, nature and ecology to others linked to curriculum content.

These include documentaries on World War II and Civil Rights for KS4 students of History and 'Our Planet' and 'Night on Earth' for students of all ages and the entire family.

By typing in 'documentaries' you will see a list of the documentaries that you may wish to ask your daughter to watch over the break. Please note that we cannot guarantee that all documentaries are suitable for young people so would urge you to apply discretion.

## National Geographic

A range of fun and educational activities and videos for children to keep them busy over the holidays can be found on the Natgeo Kids section of the National Geographic website and can be accessed via the below link:

<https://www.natgeokids.com/uk/>

## Museums

While museums may be closed for the time being, there are still a range of insights into world-class

museums and free activities available that will keep your daughters engaged and increase their learning over the holidays. These can be accessed directly from the museum websites from the below links:

### Science museum

<https://www.sciencemuseumgroup.org.uk/explore-our-museums-at-home/>

### Natural History museum

<https://www.nhm.ac.uk/take-part.html>

Happy exploring!

**Mr R Freeman**

Deputy Headteacher

### Year 8 English Reward Trip to London

On 11 March 2020 the English department rewarded 30 Year 8 students with a trip to London. Our first destination was St Paul's Cathedral, where we took a walking tour around the Cathedral. The weather was most definitely on our side so we took the opportunity to walk across the Millennium Footbridge, where the girls were left in awe by the lovely view of the Thames, Tower of London, St Paul's and the rest of the city.

We then arrived at Shakespeare's Globe and enjoyed a walking tour of the theatre, with a 'sneak peak' of the Macbeth rehearsals. Next, the girls participated in a personalised Romeo and Juliet workshop, where they learnt the importance of Shakespearian plays and the importance of having a well projected voice in acting. The students absolutely loved the workshop and enjoyed taking up the roles of either a Capulet or a Montague.

As we left the Globe some of the students spotted two freelance poets, who were offering a service of personalised poems, typed up on typewriters and many girls insisted on queuing up for a poem as their souvenir! Definitely an enjoyable moment for the girls; they particularly appreciated the use of a typewriter.

We then went to the Tate Modern in order to explore the art galleries. Students particularly enjoyed artwork by the famous artist Picasso and many were inspired to sketch their own take on Diego Riveria's 'Mrs Helen Wills Moody'- 1930. The girls also enjoyed the sculptures and found many of the art pieces very creative and original.

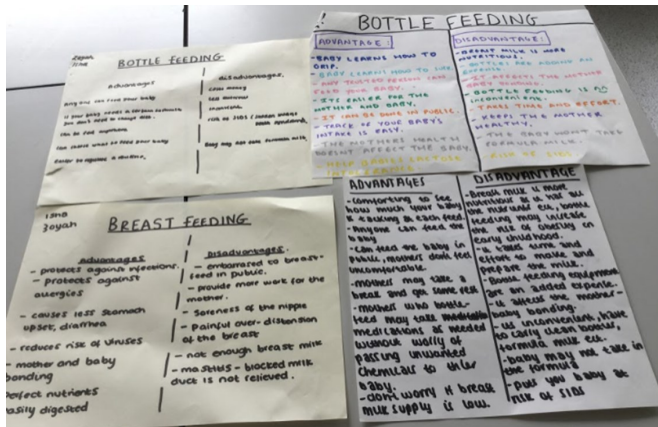
A very productive, enjoyable day in London - a great success!



# Design Technology

## OCR Cambridge National Child Development Coursework

Year 11 students are completing the final task of their coursework. Coursework is worth 50% of their final grade and is completed over Years 10 & 11. Students are required to do research in their own time. Task 3 is about feeding solutions for a baby 0-6 months old.



## Rotary Tournament - 6 March 2020

On Friday 6 March 8 students (four from Year 7 and four from Year 8) travelled to the other side of Luton to compete in a Design and Technology Rotary tournament.

The girls had to create a flashing beacon, using some basic electronics equipment, and pieces of wood, cardboard and other construction materials.

The competition was fierce with a dozen teams from other Luton schools and the girls worked hard on their solution all day.

Well done to:

Amira Fatima Shah 8J      Lia Mehmood 8J  
 Zainab Nazir 8U      Haseena Syeda 8U  
 Noor Zahra Shah 7S      Hawwa Noman 7S  
 Barira Hussain 7S      Hajira Wahid 7S  
 for taking part.

A special thank you to Mrs Wild for accompanying the girls, Ms Colledge for driving the minibus and the Luton Rotary Club for organising.



DO YOU HAVE AN ARTISTIC OR CREATIVE JOB?

COULD YOU SHARE YOUR EXPERIENCE WITH OUR STUDENTS?

ARE YOU FREE ON THURSDAY 9 JULY – 11.00am – 1.20pm?

**THIS IS YOUR CHANCE TO INSPIRE!**

For further details please email Tracy Riach  
[triach@challneygirls.luton.sch.uk](mailto:triach@challneygirls.luton.sch.uk)

# Wembley Arena Inspiration Trip

## WE Day - 4 March 2020 at Wembley Arena

On the cold (but thankfully dry) Wednesday morning Mrs Squires, Mrs Brooke and 16 girls from KS3 travelled to Wembley Arena to listen to inspirational speakers, musicians, actors, sports people and people who have overcome diversity.

We watched Idris Elba encouraging young people to speak out against knife crime, Lewis Hamilton explaining how he (and the F1 team) are working hard to minimise climate change. Adwoa Aboah spoke out about her mental health struggles and Alexandra Adams, a blind and deaf medical student explained how she overcame adversity and prejudice (because of her disabilities) to finally succeed in her ambition to train as a doctor. We saw many others too.

## WE Day 2020: Laaiba Ali 8J

When we first arrived many other schools were there already. We arrived in our seats and half an hour later the show began!! It was very exciting. First we started off with singing some music and warming ourselves up.

Later on the celebrities came on stage and did their talks. Some of the people on stage were Idris Elba and Lewis Hamilton!! They spoke about how they came to where they are now and how we can achieve it too!

Then we had lunch and they sold many different foods! Lastly a few more people performed!

Overall it was an amazing experience!!! 10/10



## WE Day: Madihah Jarrah 7P

My favourite thing about 'WE Day' was how they tried to get the audience involved as much as possible. They also had these really cool wristbands and they were programmed to light up at certain times, and it was fun!

I loved the fact that everyone was so happy and I had such a good time there!

I also enjoyed that they got a lot of inspirational people to speak to us about how their lives changed and the moments they felt very uncomfortable in themselves.

This was an amazing opportunity to have been chosen for.



# Wembley Arena Inspiration Trip



## WE Day: Refa Begum 7P

When I went on the trip, the thing that I was most inspired by was that there were many young people speaking. This meant a lot to me because it proves that adults listen to other people's opinions, no matter what age they are.

My favourite part about the whole thing was that they included the audience. For example, when we first started, they told everyone to get off their seats and jump as high as possible and then everyone got these wrist bands to wear because during the show, at different moments, they lit up in loads of different colours.

I was really lucky to have the opportunity to go because it was an amazing experience and I learnt a huge amount of things.



*All WE Day photos courtesy of John McBurney, Living Life Magazine*

## WE Day: Marwa Shah 7P

When we first arrived the first thing that caught my eye was all the different ages that were there, starting from Year 3 to college age students. It meant a lot because it showed that no matter what age you are, you can always be inspired.

My favourite thing about WE day was how everyone sang along and had a lot of fun; nothing brought them down and all the speeches showed it does not matter what age you are, you can change the world with a sentence.



# On-line Learning

## Online learning resources

There are a whole range of online resources available that will help you with your learning. They provide you with study material, as well as questions on a wide range of topics and will give you feedback about their answers. Information on just a few of these can be found below.



### GCSEPOD [www.gcsepod.com](http://www.gcsepod.com)

The school has purchased a package called GCSEPod that is highly recommended for all students in Years 9—11 & More Able students in Years 7 & 8. It contains over 3,500 teacher-written, audio-visual podcasts produced specifically for mobile devices and containing all the right facts, quotes, keywords, dates and annotated diagrams that learners need for GCSE success. Watch podcasts on mobile, tablet or computer and get help with learning, homework and revision.

All students have already been registered with GCSEPod and they simply need to activate their account and choose a username and password. To access GCSEPod for the first time students should follow these steps:

1. Go to [www.gcsepod.com](http://www.gcsepod.com) or the link on the study support area of the VLE at school or at home and click "New here get started".
2. Click the "pupil" radio button.
3. Click "Login".
4. Enter name, date of birth and choose the school (Challney High School For Girls).
5. Select a username and password (to be used next time you login) and select the subjects you study

Next time they log in simply click the 'login' button and enter your login to enter the site. If students have forgotten their details click on the 'login' button and then the 'forgotten your login details' link. If students are struggling with any aspect of GCSEpod they should email Mrs Whitehall or Ms Mills for assistance.

If GCSEpod is being used on an Android device then go to [www.gcsepod.com](http://www.gcsepod.com) to stream or download podcasts or alternatively download the GCSEpod app for Android from the play store. If an Apple device e.g. Ipod, Iphone, Ipad is being used go to the app store and download the GCSEpod app for free.



### MEMRISE [www.memrise.com](http://www.memrise.com)

Memrise is particularly useful for learning languages, but is also useful for other subjects as well. It works on a system of learning new information and then ensuring that this is revised over time so that it becomes part of long term memory. You will need to register, for free, the first time you access the site. There is a memrise app for Apple and Android devices.



### SAMLEARNING [www.samlearning.com](http://www.samlearning.com)

SAM Learning is a unique online service that covers all subjects. SAM Learning has a proven track record; studies have shown that using the service leads to better exam results.

#### Access details

Students are able to access the service at anytime and anywhere. It is available to them at school, but also anywhere they have access to the internet. Visit the website and enter your unique login details. Email Mrs Woodcraft if you have any difficulties logging in.

**Centre ID:** LU4CH

**User ID:** Date of birth followed by two initials: first name then last name.

**Example:** 010899DJ is the User ID for Diana Jones born 1<sup>st</sup> August 1999.

**Password:** Initially same as the User ID. Learners are encouraged to change this to something difficult to guess.



# On-line Learning / More Able



## BBC Bitesize [www.bbc.com/education](http://www.bbc.com/education)

This is a website that contains lots of information and activities. It has a section for many of the subjects studied in school and is really useful for revising the key aspects of a topic. Activities are varied with videos, animations and multiple choice questions for example. This site does not require a login.



## Google Classroom

This is the platform where teachers are setting work for students. They should be checking this regularly and engaging with any work that is put on here. Teachers will also post links to resources to help students with their learning.

## Additional resources

There are numerous other online learning platforms that students may find useful. Some that are used by departments across the school are:

Kerboodle [www.kerboodle.com](http://www.kerboodle.com)

Quizizz <https://quizizz.com/>

Mathswatch <https://vle.mathswatch.co.uk/vle/>

Quizlet [www.quizlet.com](http://www.quizlet.com)

Seneca <https://www.senecalearning.com/>

Where passwords are required departments will have provided students with these.

## More Able Student Focus

### How can more able students challenge themselves?

- ◆ Work on non-academic skills – the Russell Group universities, universities of Oxford and Cambridge and top employers want students who are intellectually curious as well as having good grades, resilience and independence.

- ◆ Complete a MOOCs (Massive Open Online Course – see Future Learn below)
- ◆ Read relevant subject journals
- ◆ Engage with puzzles and quizzes
- ◆ Learn a language or a new skill
- ◆ Engage with materials from a level above which they are currently working

The following resources are just some that have been identified as being of particular interest to More Able students, but of course are accessible to all.

## Explore <https://explore.org/>

Explore is a free, educational website from the University of Oxford. As the “Home of Big Questions”, it aims to engage 11- 18-year-olds with debates and complex ideas that go beyond what is covered in the classroom. They reflect the kind of Interdisciplinary and critical thinking students undertake at universities like Oxford. Each question is made up of a wide range of resources for example: videos, articles, infographics, and suggestions from Oxford faculty members and undergraduates.

## Mensa <https://www.mensa.org.uk/>

Puzzles and practice IQ tests. In order to join Mensa a supervised test is needed and a fee is payable, but materials on the website are free and fun!

## Future Learn <https://www.futurelearn.com/>

A whole range of courses, many of which are free to access. Some are just a few hours, some take much longer to complete.

## NRICH <https://nrich.maths.org/frontpage>

Lots of maths based games and puzzles.

## Royal Institute Christmas Lectures <https://www.rigb.org/christmas-lectures/watch>

Each year the Royal Institute produces a series of lectures on a specific topic linked to Science and associated disciplines e.g. Maths, Engineering and Computing. These are freely available to watch here.

## Duolingo

Why not take some time out to learn a language or to go further with one you are studying at school? Duolingo is a free mobile app that enables you to select from a wide range of languages and learn them in a few minutes each day.

# More Able / E-Safety

## Helpful sites for parents of More Able students

### Potential Plus UK

<https://www.potentialplusuk.org/>

Interesting and informative articles for the parents of More Able students.

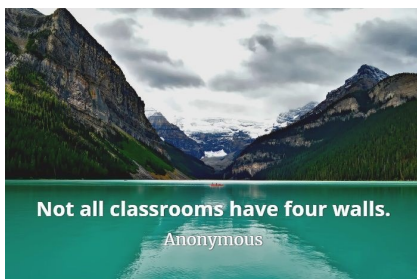
**Russell Group** <https://www.russellgroup.ac.uk/>

Information about the top UK universities.

**London Gifted and Talented** <https://londongt.org/>

Includes free tools to help challenge your daughter.

There are also resources on the parent area of the school VLE <https://vle.challneygirls.luton.sch.uk/>  
You will find the NACE Guidance for Parents and Carers booklet (updated) here which is particularly useful.



## E-Safety—Advice to students

- ◆ Don't post any personal information online – like your address, email address or mobile number
- ◆ Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore
- ◆ Keep your privacy settings as high as possible
- ◆ Never give out your passwords
- ◆ Don't befriend people you don't know
- ◆ Don't 'hang out' with people you've met online. Speak to your parent or carer about people suggesting you do immediately
- ◆ Remember that not everyone online is who they say they are
- ◆ Think carefully about what you say before you post something online
- ◆ Respect other people's views; even if you don't agree with someone else's views doesn't mean you need to be rude
- ◆ If you see something online that makes you feel uncomfortable, unsafe or worried; leave the website, turn off your computer if you want to and tell a trusted adult immediately (Safeguarding team and parents).





## Good Causes

### A record breaking Good Causes Week 2020!

We had our annual Good Causes Week from 10 - 14 February 2020. We did things a little differently this year and took the opportunity to involve our wonderful Houses. Each House voted for a charity of their choice and the chosen ones were:

**Brady - Happy Days**

**Ennis-Hill - Luton & Dunstable Helipad Appeal**

**Jemison - Noah Enterprise**

**Yousafzai - Chums**

The charities were kind enough to visit us in school and attended House Assemblies to tell us all about their brilliant charity. This really encouraged the girls to be even more passionate than they have been ever before; even though they are always amazing!

So many activities took place across the entire week and it was fantastic to see everyone coming together for these causes. We had everything from Teacher Talent Shows to Dodgeball and Benchball, with Sponge the Teacher, photo booths, craft sales and of course our annual Market-place on the Thursday and Friday as well. As we all know, food is always a winner at Challney Girls! So pizza, ice-cream and cake sales rocketed! We have never seen it so busy on these days and the treats being sold were delicious! The dedication of our students and staff in helping those less fortunate is, as always, humbling and this year was no different!



The most that we have ever made in this week is £5400 but we are delighted to announce that we have exceeded this this year! We made a staggering **£6340**, meaning each of our charities benefit from £1585 each. Girls, you are truly unbelievable and we are so proud of your efforts! This brings our fundraising total for this year to **£18,910!** We are so proud of each and every one of you and you should be so proud of yourselves too. Parents and carers, thank you for all your



support, as you contribute to this and give the girls what they need to help others in their community. Thank you to the Heads of Houses also, for making this happen and for their engagement with the charities.

Thank you *everyone* and we look forward to pursuing our work with charities on our return to school.

**Miss N Ponsonby**  
Assistant Headteacher

### More alumni words of wisdom - the greatest leader starts at home

I remember all the kind words, 'thought felt' teaching and the 'forever learning' skills I developed whilst at Challney High School for Girls. One important lesson was called 'finding me time'. This is essentially being proactive and finding times for personal development as well as professional development. I developed and relished the opportunity to build transferable skills whilst studying and now I am a motivated scientist, manager and employee of a global company. I, like you, face the challenge of learning at home currently. With all the distractions, easy opt out options and questions about when things return to normal surrounding us all, it is undoubtedly hard to remain focused. But I have learnt to enjoy my day to day tasks, face every day with gratitude and look at my ultimate goal and the legacy I wish to leave behind. That should be your motive, your personal goal, who you wish to be seen as, who you wish to be remembered as and who you wish you are. Look at the fun side, be passionate, be motivated and I assure you, you will find ease and happiness in your time at home and with your studies.

You've got this Challney Girls!

**NF**

Challney High School for Girls, 2008-2012

*If you are a past student of Challney High School for Girls and would like to join our Alumni, please visit [www.futurefirst.org.uk](http://www.futurefirst.org.uk)*

# Retrieval Practice

## USING MASTERING MEMORY STRATEGIES TO MAKE THE LEARNING STICK

With school children taking part in home learning nowadays, it has become very important that they use strategies that will help them remember for later on, a lot of what they are doing independently, under the remote guidance of teachers. Cognitive science, the Science of Learning, has taken a significant position in the field of educational research.

John Dunlosky and his team of educational psychologists at Kent State University (in the United States of America) have worked extensively on mastering memory strategies that students carry out on their own and have ranked them in the order of their effectiveness. On the top of the list is the retrieval practice strategy (or practice testing) where students carry out self-testing or take practice tests on to-be-learned material.

Megan Smith and Yana Weinstein from 'The Learning Scientists' have written the blog below to explain this further:

### Learn how to Study Using... Retrieval Practice

FOR STUDENTS, FOR PARENTS, FOR TEACHERS, LEARNING SCIENTISTS POSTS

The purpose of today's post is to give students a resource to help them take charge of their own learning. We're going to do a series of these over the next few weeks; today's post is about retrieval practice – a useful method for studying any material that you'd like to remember in the future.

#### What is retrieval practice?

Retrieval practice involves recreating something you've learned in the past from your memory, and thinking about it right now. In other words, a while *after* you've learned something by reading it in a book or hearing it in a class or from a teacher, you need to bring it to mind (or "retrieve" it). The word *after* is really important; you need to forget the information at least a little in order for retrieval to be effective! You don't want to just immediately recite what you see in the book or what the teacher told you, but rather

you want to bring the information to mind on your own, once it starts to get a little more difficult to remember what you studied.

#### What happens when you practice retrieval?

This process of retrieving makes the information more retrievable later; compared to simply studying by looking over your notes, if you practice retrieval you're more likely to remember the information later, and also more likely to be able to use and apply the information in new situations.

#### How should you practice retrieval?



So, how should you go about practicing retrieval? There are many different ways to implement the general process, and you may be doing so already.

- ◆ If your teacher provides **practice tests**, or there are **practice questions** in your textbook, make sure to do them – but without looking at your book or notes!
- ◆ If you don't have practice questions (or you've already answered all of your practice questions a few times), you can **make your own questions**. This process takes a lot of time, but if you create a study group you can each create a few questions and trade. Here's a blog post that takes you through the process of creating questions from a textbook and practicing retrieval: [Be Your Own Teacher: How to Study a Textbook](#).
- ◆ You can also **create flashcards**, but make sure that you really use them to practice retrieval (bring to mind what you think is on the other side!) rather than peeking. There are also many apps for this if you prefer to use technology. Do make sure to practice retrieving more than just the simple concept definitions you write on your flashcards, though – try linking concepts, or trying to remember how two concepts are similar/different. Here's a great blog post on more





# Well-being

## How can we support our students?

A little stress can be a good thing as it can be a motivational push which a person needs to achieve but chronic stress can be debilitating. In these unprecedented times and as our Year 11 prepare to enter the next stage of their education and lives, as parents and teachers it is our job to help them navigate through this stressful time so that they achieve their full potential, giving them bright futures, without 'burning out' before the end.



UCL News published the following helpful tips to aid their students in achieving their best and they are easy fixes which can be instilled in our students:

### 1. Remember to breathe

Setting aside a couple of minutes every day to practice mindfulness techniques, such as breathing exercises, helps you to calm down your body's stress response and shift your attention back to the present moment. In turn, this gives you time to rationally think through the anxieties you have, rid yourself of unhelpful thought patterns and enables you to deal with events/situations more effectively.

### 2. Eat, sleep and exercise well

Lack of sleep, surviving on a poor diet, and getting minimal amounts of movement into your day can increase symptoms of anxiety. For your body's best performance, make sure you're getting 8/9 hours of sleep, enough slow-release carbs, less caffeine/sugar and more water, and at least half an hour of exercise per day.

### 3. Set realistic goals

Setting realistic goals helps you to put everything into perspective. Accept your situation and work within the realms of what you have which

maximises your productivity without the risk of burning yourself out.

### 4. Don't go it alone

In 2004, a research paper published in Linguistics and Education saw that working (revising) with peers is an effective study technique as it allows individuals to better absorb their own notes.

Furthermore, the emotional benefits of social support tend to include a better sense of confidence and autonomy. So don't isolate yourself in that way!

### 5. Pace yourself through panic

Panicking is common among students! If you experience it at any point, take six deep breaths, hydrate yourself, and then go back the problem at hand, being sure to break it down into several, manageable chunks. Remember that there is usually a rational solution to every problem, even if you can't see it at first glance.

### 6. Believe in yourself

When being constantly faced with new challenges, we often forget to look back at how far we have come and how much we have already achieved. Therefore, when experiencing a negative thought, try to replace it with a positive one. For example, instead of thinking 'If I can't 'get this' I'm a failure', think 'Whatever I *do* understand, I will be proud of myself and value how much I have already achieved'. You can do this!

### 7. If you feel like you are struggling, talk to someone

Asking for help is never shameful. In the most extreme cases, it can help save a life. When struggling, talk to friends, family, or your personal tutor about how you are feeling. Alternatively, don't be afraid to seek professional help and support.





# Creativity in lockdown!

During the last two weeks we have all been adjusting to a new way of learning and teaching from home. Thank you for supporting your daughter with her studies at home, it is much appreciated. As a way of acknowledging and celebrating the efforts of the students we decided to showcase the exceptional work of one student every Thursday on our school Twitter account. The 'Star of the Week' will receive a goody bag full of stationery and sweet treats when we are back in school. The Star of the Week also receives 10 merits and the Star accolade on Epraise. All nominees will receive merits. I have been inundated with excellent work from teachers across the school. I have seen particularly excellent work in The Creative Arts department. Well done to the students and staff for showing great resilience and producing some fantastically creative work despite

the challenges!

**Ms J Mills**

Assistant Headteacher



## Why exercise?

***Taking in some fresh air while giving your body and mind a healthy break from the indoors can be a key piece of a strong-functioning immune system.***

When endorphin levels go up, it can counteract the stress response that so damages the immune system. Exercise also improves mental health. When you're feeling down or stressed, exercise can put a smile on your face.

The Centers for Disease Control and Prevention (CDC) has a page within its coronavirus information regarding stress and coping. The page encourages people to try to eat healthy, balanced meals and exercise regularly within government guidelines during these times to help reduce stress.

Activities where we can socially distance but still get out and about include:

- ◆ Cycling
- ◆ Running
- ◆ Walking, including, walking the dog if you have one
- ◆ Garden Activities, such as football, basketball hoops, trampolining

**Former CDC Chief Dr. Tom Frieden: Coronavirus infection risk may be reduced by Vitamin D.**

Most people's bodies manufacture Vitamin D in the skin when exposed to the sun. About 15 minutes a day of direct sunlight is sufficient for many people's bodies to manufacture enough Vitamin D, however, people with darker skin need longer exposure to sunlight to manufacture the same amount.

