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## Principal's Message

Dear Parent / Carer

Easter is a time of reflection and renewal and those are certainly two concepts we have been exploring since our return from remote learning.

We've asked ourselves a number of questions:

- What can we learn from our experience of remote education to make what we do in school even better?
- How has lockdown affected our students and how can we adapt our practice to ensure rapid recovery where it is needed?
- How have students coped mentally with being away from school and what can we do to minimise any issues associated with that?

I hope that these questions and others will help us to ensure that everyone gets the opportunity to once again be 'the best that they can be'.

Collectively we must reject the notion that there will be a lost generation of young people because of this pandemic. There has, of course, been some differential learning loss, but many students have enjoyed new ways of learning and others will catch up quickly with the right support. What we will do is support every individual with what they need.

Happy Easter.



Mr. A. Crofts

## Learning Recovery

We have been very happy indeed to welcome students back into classrooms – they are sad places without students in them! It has been fantastic to see the vibrancy of students getting involved in learning; whether through practical science experiments, or discussing the meaning of a poem, the enthusiasm they have shown, and their eagerness to learn, reminds us why The Quest Academy is such a special place.

Thanks to a real team effort – parents/carers, teachers and students working together – learning in the Spring Term has been very successful indeed. This was a mixture of in school (face-to-face), and remote learning through Google Classroom. With both of these, we have been very impressed with the engagement students have shown, and the progress they have made.

Remote learning consisted of a variety of activities including live lessons (on average about 2 per day), recorded lessons, research activities, quizzes, videos, and even some creative practical activities! We have all learnt a variety of new skills with remote learning throughout the pandemic, and there will be many ideas developed over this time which we will be looking to take forward in the way we teach.

Of course, individual students will have their own ideas about the type of learning they prefer, and while some might enjoy the quiet of working on their own, we know there is no substitute for face-to-face interaction; both in terms of academic learning, and social development.

No matter how students found home learning (and we know that there will be many who found this difficult due to a wide range of factors), we have worked hard to ensure students feel positively about their learning back in school.

During the first part of the term, teachers had carefully selected what they were teaching so those areas most appropriately suited to remote learning were covered. Upon our return, we have been consolidating the key principles covered in remote

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learning (particularly those which will be required for further study), undertaking activities we couldn't do during home learning, and making sure students get back into positive learning habits.

Teachers have also been identifying areas of home learning which need to be revisited, especially in terms of skills development. They have been

carefully responding to the learning needs of students – adapting lessons as needed and identifying those who might need some support. There will be more to follow in the coming weeks and months, on additional support for specific groups of students.

The best “catch up” takes place through high quality teaching and learning in the classroom. It is by attending normal, timetabled lessons,

trying their hardest and fully engaging with homework that students will make the best progress possible. As a community, we have pulled together to make sure learning has continued, no matter what. As we go forward, we will continue to do the same, and look forward to the successes we can be confident students will achieve.

**Mr. T. Beecham**  
Deputy Principal

## History

In a time when History is being made, history education certainly did not stop! Throughout our lockdown, we have been adapting the curriculum to deploy an effective remote learning strategy offering a great blend of live and independent tasks.

Students in Year 7 have been getting to grips with the concept of difference, exploring how varied life was in Medieval England.

Year 8 have been trying to understand the concept of revolution and defining the criteria for revolutionary change, first through a whistle-stop tour of the major conflicts of the past, and now applying that conceptual understanding to the industrial changes in England from 1750-1900.

After finishing a highly reflective module on the concept of genocide, Year 9 started their first part of GCSE content, exploring the concept of crime and punishment from 1000-1500, looking at the ideas of change and continuity alongside the shifting significance of the church, crown, and communities.

At KS4, our Year 10 cohort are well on their way to a greater understanding of the Cold War. Having explored the origins and context of the conflict, they are now further developing the understanding of cause and consequence. Our Year 11s have been using this time to revise this content too.

At KS5, students have been getting to grips with the themes and changes that underpin the USSR whilst also exploring the role and fate of the German Democratic Republic.

Year 13s have been working hard trying to explain the origins of the First World War, and the nature of conflict during the Tudor dynasty.

All in all, an eclectic and fascinating array of subjects to study and we in Team History are extremely proud of the effort and resilience shown by the vast majority of our students.

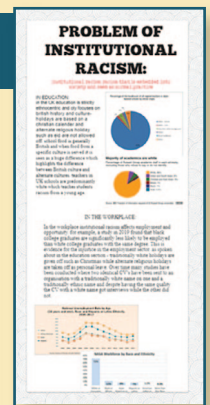
## Sociology

Year 10 and Year 11 sociologists have continued to enjoy classroom debate through our live lessons during remote learning.

Year 10 have been examining why individuals commit crime, explaining the link between masculinity and crime as well as analysing the problem of institutional racism in the police.

Year 11 have explored division and stratification in the UK, with a particular focus on power and politics. Using data from the recent general elections, Year 11 debated whether there is enough female representation in parliament, as well as scrutinising the fairness of our current voting system.

It has been lovely to see students in both year groups so engaged both in their learning and current social issues.



## Religious Studies

Year 7 students spent the remote learning period learning about the founders of the six main religions and comparing their characteristics to determine what makes a good leader.

Year 8 students spent the remote learning period conducting an in-depth exploration of Buddhism including the life and teachings of the Buddha and how Buddhists apply these teachings today.

Students in Years 9 and 10 explored key Christian beliefs including the nature of God, creation, sin, the life of Jesus, salvation and the afterlife.

Year 11 explored the central practices in Islam including prayer, charity, fasting and pilgrimage.

Students in Year 12 studied religious experience, the problem of evil, utilitarianism and ethical issues relating to euthanasia.

Students in Year 13 explored sexual ethics, gender and society, pluralism and society and the challenge of secularism to religious belief.



## Art



Year 7 idiom project. Students were tasked with illustrating idioms. The Art department were "over the moon" with the results.



Academy wide covid art competition. Students were tasked with creating a personal response to the pandemic.



Self portrait project with GCSE students.



Year 10 have started investigating "Vanitas". They began this study by looking at the symbolism behind skulls and creating a series of drawings.

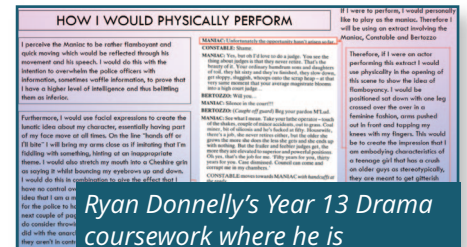
## Drama

Students have been exploring topics such as racial inequality, leaving home and Harry Potter as well as working in online groups to begin to devise plays.

There has been an increasing level of solo work in the form of filmed monologues and script writing. Whilst it is no substitute for practical work, it has given students the time to understand Drama on a more personal and reflective level.

The examination groups have been working on newly created coursework which will go towards their final grade. It gives them an opportunity to study character, context as well as the technical elements of theatre.

All students received weekly feedback on their submission and use of the verbal feedback tool Mote became pivotal in this technological journey.



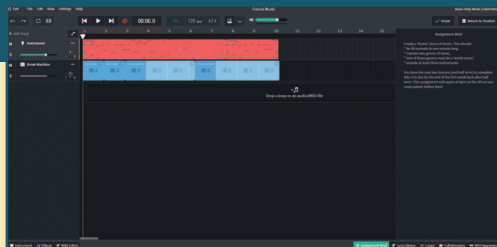
Ryan Donnelly's Year 13 Drama coursework where he is analysing the two plays *Accidental Death of an Anarchist* and *Waiting for Godot*.

## Music

All of KS3 began online learning with a brief 'Musical Identity' topic, where we looked at our own musical preferences and how these have been influenced by the environment around us.

Years 7 & 8 then went on to learn about instruments of the orchestra over lockdown whilst Year 9 have looked at music from around the world.

We have signed up to an online composition platform called Bandlab and Year 9 finished their lockdown learning by composing their own 'World Music Fusion' piece. It has given them an opportunity to compose in a practical setting without needing any musical equipment and pupils have really enjoyed it.



Brooke Sorrell's Year 11 Drama coursework on *the Crucible*.



Michaela Atobra-Kankam's Media coursework where she is analysing the mise-en-scene behind films.



## Media

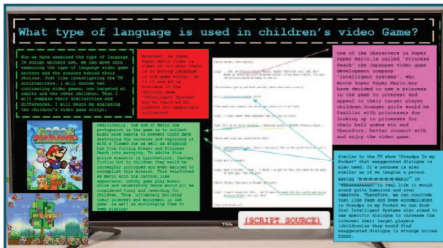
Our Media cohort have continued to work hard on the coursework that they produce.

In Year 10, students have moved on to exploring the use of Mise en Scene in Avengers Infinity War and why it is so easy to draw the audience in.

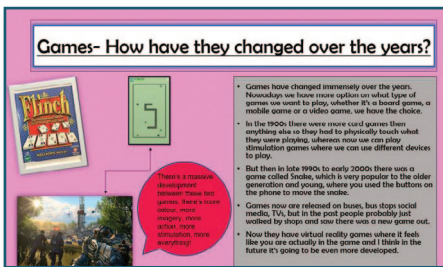
Year 11 have begun to tie up their coursework by reflecting and evaluating the progress that they have made after creating some outstanding Magazine Articles and Radio Adverts.

Our Year 12 cohort have turned their focus on developing a new script for a short film and are starting to refine their ability of using the Adobe Premiere Pro software to cut, edit and distribute their own piece of work.

All students have worked tirelessly at ensuring their work was to a high standard.

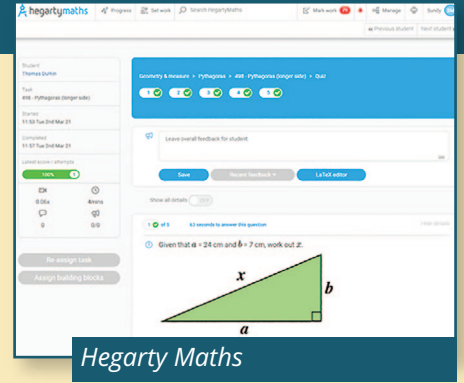


Mayuri Chandrakant's Year 12 Media coursework analysing how games scripts are created.



## Maths

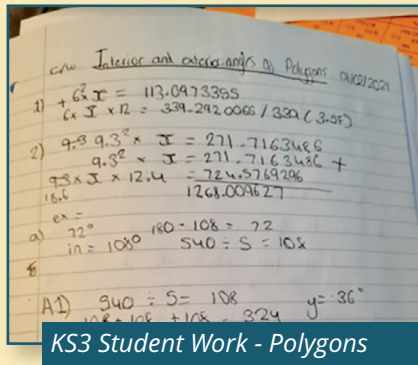
Maths Lockdown learning ran alongside the content in line with the schemes of work. Lessons were set daily in line with students' timetables – these included loom videos, YouTube videos, Hegarty Maths lessons and tasks. All classes had their weekly live lessons designed to help students catch up and keep learning until things are fully back on track.



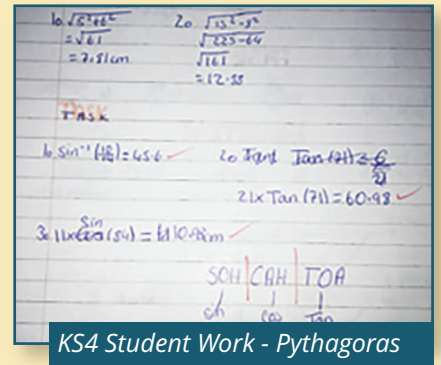
To ensure effective marking and feedback, the Maths department held a CPD session on providing student feedback using the rubrics on Google classroom. Teachers created short tests for their classes, marked and provided valuable feedback based on their assessment results.

The response from the students was incredibly good having most learners engaging in their live lessons and completing the class work set. The recorded live lessons ensured that students had a chance of watching the lesson if they had missed the session or to reiterate their understanding of the topic during the lesson.

Students thoroughly enjoyed their remote learning and were praised for their efforts with merits and a positive parent call.



KS3 Student Work - Polygons



KS4 Student Work - Pythagoras

## Home Covid-19 Test Kits

Students have now received three supervised lateral flow Covid-19 tests. Thanks to all parents/carers for their support with giving consent and encouraging your children to be part of this programme.

The purpose of these tests was firstly to identify any students who were asymptotically infectious with Covid-19, and secondly to provide guidance and support to the students so they feel confident to move on to a home testing regime.

All students involved in the testing now have a box containing three home test kits with full and detailed instructions.

After testing, students must report their results to the NHS as this will contribute to the statistical analysis of the spread of Covid-19. To report a result please follow the instructions in the booklet sent home or go to <https://www.gov.uk/report-covid19-result>.



## English

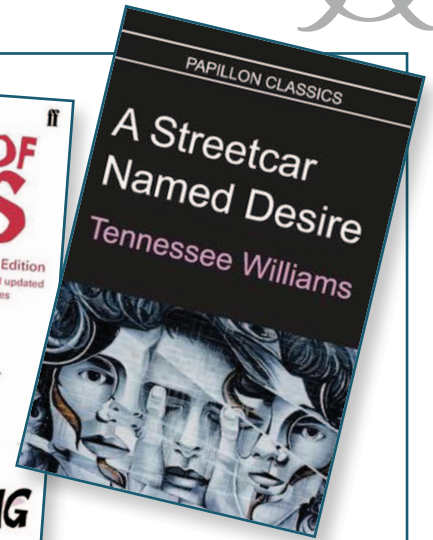
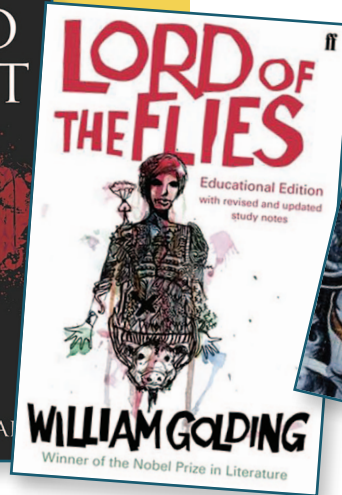
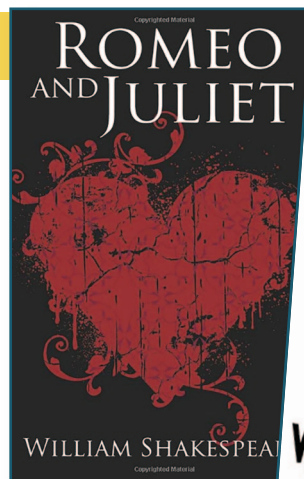
Staff in the English department are extremely proud of all that our pupils have achieved over the remote learning period. We are truly impressed with the high level of effort and engagement with the work.

We have been studying a range of texts over the last term that promote an awareness of wider social issues.

Year 7 focused their attention on exploring 'War Poetry', from physical warfare to emotional wars. Pupils have shown great interest in exploring the impact that wars have by continuing this theme through to their learning of Language Paper 2, whereby they have been analysing non-fiction texts that express the lasting impacts of war. It has been great to see how the pupils explored the topic with maturity and sensitivity.

Year 8 have been studying 'Lord of the Flies' – a text which asks the pupils to question the tension between order and disorder within society. The pupils have shown great enthusiasm for this topic as they have been working their way through creative projects of making survival guides, to analysing the concept of power, to debating the core values of humanity and friendship.

The Year 9s have been focusing their attention to 'Love and Relationships Poetry', which has encouraged discussions on how



connections are formed between two people. We have been taken aback by the excellent level of engagement with the poems, with pupils forming original and insightful interpretations and developing exploratory debates to explore their opinions. The skills that the pupils have developed within this topic will support their work in Year 10 when covering the GCSE poetry anthology.

Within our GCSE years, both Years 10 and 11 have continued the learning of their GCSE content. Year 10 have been working on their poetry anthology, 'Power and Conflict'. They have been exploring themes of war, trauma, relationships, man versus nature, alongside many more.

Similarly, Year 11s continued with their study of 'Romeo and Juliet' in the immediate weeks following the return after the Christmas Holiday, tying together their knowledge on the key themes, context and characters.

Once they finished the Shakespearean text, pupils moved onto revising their Language Paper 2 skills, which we continued in our first couple of weeks upon our return to the classroom. We are very proud of our students continuing to apply themselves to their studies, and their motivation to succeed in their GCSEs despite a very challenging year.

Our students in Quest6 have continued to work tirelessly, with Year 12s finishing their first poetry anthology and beginning their studies on 'A Streetcar Named Desire'.

Finally, our Year 13s have been working hard on completing their coursework, on top of revising their core texts studied in Year 12.

As a department we are thankful for all the support that the parents and carers of our students have provided.

Negative tests do not need to be reported to school, but please do contact us if your child's result is positive – your child will then need to have a PCR test at a test centre.

Students should be testing themselves twice a week on a Sunday and Wednesday evening and will be given more test packs as required.







## Science

From the very start of the third lockdown in January, the Science department was ready to use the Google Classroom platform as its main tool for teaching and learning.

*An online lesson teaching the Year 12 biology students about genes and the triplet code*

**Base pairing**

The bases on the two strands of DNA attach to each other by hydrogen bonds that hold the two strands together.

The base pairing is specific:

- A always pairs with T
- G always pairs with C

**Throwback:** Do you remember the difference between purines and pyrimidines?

Nucleotides with adenine as the base can make two hydrogen bonds with nucleotides with thymine as the base.

Nucleotides with guanine as the base can make three hydrogen bonds with nucleotides with cytosine as the base.

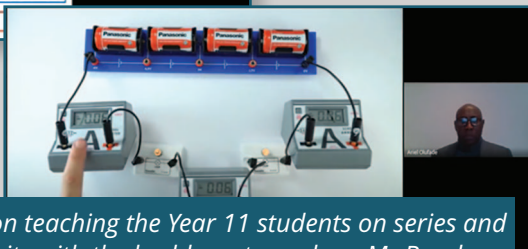
**Title: Series circuits** Date: 27/02/2021

**LO:** To explain how voltage and current change in a series circuit

**Do Now:** name the following components

**Keywords:** bulb, cell, series, voltage, current

**Homework:**



*An online lesson teaching the Year 11 students on series and parallel circuits with the buddy system where Mr Beecham "pops in" for 10 to 15 minutes. The buddy system was created to ensure online lessons are taught to the highest standards possible. Each Science teacher in the department is paired with another teacher and observes one lesson a week for 10-15 minutes or more.*

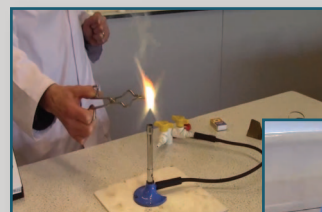
The process of respiration occurs in the mitochondria of the cell. It is then released to aid in **cellular processes**.

These folds in the membrane increase the mitochondrion's **surface area**.

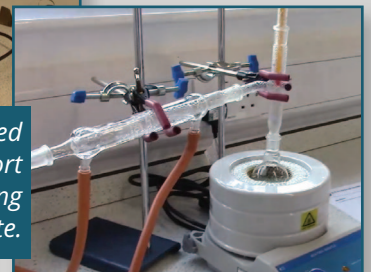
*An online lesson teaching the Year 8 students about respiration.*



*Year 9 students produced posters on selective breeding as homework after a session of online learning.*



*Technicians performed experiments to support student learning whenever appropriate.*



## Getting Back to Being Active

Understandably, for some, the latest lockdown resulted in heavily reduced physical activity. Our aim is to get every student active again as quickly as possible so they can all experience the numerous benefits of a healthy and active lifestyle.

Our focus this term has been on engagement across a wide variety of sports and activities which will be delivered through themes. These themes were decided based upon the specific needs of each year group.

Year 7 have missed their friends and the social side of sport and have, therefore, been improving their teamwork and communication through a variety of invasion games.

Year 8 really missed playing team sports whilst the Academy was closed and are now developing their skills to outwit opponents across a range of sports and activities.

In Year 9, fitness can become an issue so they are now focussed on

improving their sport-specific fitness through invasion games.

In Year 10, we are looking to improve confidence, cooperation and character so have taught them invasion games through the theme of leadership.

It has been a great start to life after lockdown, the sun has started to shine, and we are all looking forward to brighter times ahead. The summer term will bring the promise of more warm sunshine, athletics, cricket and rounders.



## Physical Education



During lockdown, KS3 had fortnightly live lessons based around fitness challenges that even incorporated a bonus "rush and retrieve" round of household items to get pupils moving!

The GCSE and A level groups worked brilliantly in remote learning, submitting some excellent work and exam questions from what they had been taught in the live lessons.

The A-Level group especially enjoyed making their own isotonic

sports drinks at home and trying them out.

Year 11 GCSE PE groups excelled in the guidance and feedback topic and used the "Nearpod" online platform which developed pupils engagement and completion of tasks.



**Mental preparation**

Mental preparation is the state that the mind is in pre game. It is also important as it allows the athlete to work well under pressure and to stay as calm as possible while in a competitive environment.

Mental rehearsal is when one imagines them self performing a skill or practicing a skill in their mind before executing the skill for example a gymnast may visualise doing a somersault before acting performing it, this strongly links to mental preparation.

In order to play to the best of your ability you must be mentally as well as physically prepared for your game.

As a 100m sprinter, a couple mental preparations I would recommend are

- To maintain high and positive self motivation
- set high but realistic goals
- Use positive mental imagery
- Use positive self talk

20. Complete a 400m circuit.	24. Test an abdo! Take pictures of food around your home for a day of eating for an athlete (breakfast, lunch, dinner and snacks). Please note you do not have to cook food!	28. Complete a 20 Burpees 20 Press Ups 20 Sit Ups 20 High Kicks	32. Watch 'Using the Domes with Frost Alexander' <a href="https://www.youtube.com/watch?v=Uj8m8e1d8">https://www.youtube.com/watch?v=Uj8m8e1d8</a>	36. Complete a 100m circuit with 10 Burpees 10 Press Ups 10 Sit Ups
21. Watch sports graphics comment.	25. Walk for 30m with a member(s) of your family.	29. Create and complete a home circuit with members of your family.	33. Hold the plank for 1 minute.	37. Complete a 400m circuit.
22. Complete a 20m run with 10 push ups.	26. Create your own trick shot (e.g. throwing a ball bag into a mug from a distance, remember to celebrate)	30. Hold the plank for 1 minute.	34. Explain one reason why sport is good for building social skills.	38. Complete a 400m circuit.
23. Complete a 100m circuit.	27. How long can you stand on one leg for without falling or putting your foot down?	31. What are the 5 colours of the Olympic rings?	35. Run 1km.	39. Complete a 400m circuit.
24. Complete a 20m run with 10 push ups.	28. Walk for 30m with a member(s) of your family.	32. Complete a challenge off the top of Instagram post.	36. Set for 3 minutes in silence, focusing on your breathing in, and then count out through 100.	40. Complete a 400m circuit.
25. Complete a 100m circuit.	29. How many star jumps can you complete in a minute.	33. Complete a 400m circuit.	37. Complete a 400m circuit.	41. Complete a 400m circuit.

**YEAR 7 – Physical Challenge**

*Take on the Teachers*

Completing all three challenges scores you a 2 on this weeks engagement!

**Balance Test**

How many minutes can you stand on one foot with your eyes closed for as long as you can. 10 marks if you can stand for 10 minutes. 20 marks if you can stand for 20 minutes. 30 marks if you can stand for 30 minutes. Prepare your teacher.

**Target Practice**

How many times can you throw a ball into a target as you can. 10 marks if you can throw 10 times. 20 marks if you can throw 20 times. 30 marks if you can throw 30 times. Prepare your teacher.

**Reaction Time**

How many times can you catch a ball as you can. 10 marks if you can catch 10 times. 20 marks if you can catch 20 times. 30 marks if you can catch 30 times. Prepare your teacher.

**Equipment**

Quarter Prep cards  
Teacher's challenge  
Teacher's challenge for students

**Goals**

- 30 Merits
- 20 Merits
- 10 Merits

## Important dates for your diary

\*All school events are currently being held remotely\*

### PARENTS' EVENINGS

**Year 11 Parents' Evening**  
Wednesday 31st March

**Year 8 Parent's Evening**  
Wednesday 5th May

### TERM DATES

**SUMMER TERM 2021**  
Monday 19th April 2021 – Friday 23rd July 2021  
(Monday 3rd May – Bank Holiday  
– Academy closed to students)

**Half Term**  
Monday 31st May – Friday 4th June

**Summer Holiday**  
Monday 26th July – Friday 3rd September 2021

**AUTUMN TERM 2021**  
Monday 6th September 2021 – Friday 17th December 2021  
(Monday 6th September – INSET Day – closed to students)  
Tuesday 7th September – All students at the Academy

**Half Term**  
Monday 25th October – Friday 5th November

**Christmas Holiday**  
Monday 20th December – Monday 3rd January 2022