

Newsletter - 22nd January 2021

Dear Parents/ Carers

Welcome to another edition of our weekly newsletter.

As you will see it celebrates lots of positive things happening at Sheffield Springs Academy even when faced with the challenges of lockdown.

In this week's newsletter we launch our eagerly awaited Springs Promise online activities. The Springs Promise aims to expose students to a variety of experiences, giving them the opportunity to do new and exciting things. We are introducing Live Springs Promise Clubs. These will be held at the same time each week (see the timetable below). In addition, we are also introducing our Springs Promise Remote Clubs. These can be done in students own time. I hope students will look at these and engage with them. There are some fabulous activities available and I urge all students to try something.

Again, our newsletter is packed with reference to lots of outstanding academic achievements in subjects such as maths, English, history, RE, Geography and science. Please take the time to look through the leader boards and examples of work presented to you. Our students are wonderful young people and whilst we miss them so much, we are very proud of their work achievements remotely.

Our Heads of Year always nominate students each week for their achievements under our ethos of excellence, pride and ambition. Well done to all the students who have been highlighted.

Finally, the number of students engaging with remote learning is increasing week on week. Next week we are introducing our new timetable and students can also access a new daily reading session with a member of SLT. Daily reading will take place each school day 1.20pm until 1.35pm.

I hope you manage to have a lovely weekend.

Stay safe and take care

Mr Shipman

Springs Promise Online Activities

Springs Promise

The Springs Promise sets our expectations for the wider opportunities that each pupil will access during their time at Sheffield Springs Academy. Our promises aim to expose pupils to experiences they would never otherwise receive, giving the opportunity to do new and exciting activities outside of school and the local community.

Whilst we are away from school, we have arranged several clubs, activities, and challenges for you to get involved in at home and in the garden. To find out more about a club and participate, pupils can click on any club or challenge here and be taken directly to its channel on the Springs Promise Activities Teams. **You will need the code to access the club.**

Live Springs Promise Clubs

Live Springs Promise Clubs will be held as weekly meetings starting at 3.30pm. Click on a club to go directly to its channel.

Monday	Tuesday	Wednesday	Thursday	Friday
Sheff Utd Post Match <i>Mr Briggs</i> 4v7sck1	Y10 English Skills Club <i>Mr Harris</i> Please contact Mr Harris for a code.	Show up (and sing) <i>Miss Durham</i> b5rmizs	Book Club <i>Miss Binns & Mr Woodward</i> nh19v5k	
Spanish <i>Miss Chozelle</i> 9xtaapt	History/RE in Hollywood <i>Mr Smith & Mrs Jabeen</i> v1wns4l			

Springs Promise Remote Clubs, Activities and Challenges

These clubs will set weekly tasks on their allocated day, which can be completed in your own time. Click on a club to go directly to its channel.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Challenge <i>Mr Cowell</i> 8hvu4ym	Code Breaking <i>Mrs Sangha</i> j6zru7s	Science at home <i>Science Department</i> oj4hoxxy	Sudoku Challenge <i>Mr Long</i> dy3f4gw	Home Cooking <i>Mr Howard</i> 6tu6zof
Springs Promise <i>Mr Howard</i> kofhx50	Keyboard Project <i>Miss Durham</i> 007dxuz	Art Skills <i>Miss Finlay</i> gh3cio0	Banging Beats <i>Mr Walker</i> wduk10u	Photography Challenge <i>Mrs Hall</i> 3lnzb2n
E in PE <i>PE Department</i> zn7zy7k	Performing Arts @ home <i>Mrs Head</i> nacmcy9	Careers - Virtual Interactions <i>Mr Cramphorn</i> 10alr8x	Wellbeing Support <i>Mr Howard</i> wtrn4ol	

Careers



Behaviour In School, More Impact Than You Think

Hello all, your Careers Advisor here with another career insight.

Behaviour in school and towards others has far reaching consequences. Beyond just missing lesson time in inclusion or being excluded.

It is an important benchmark that is used by the school and others when completing a reference for a job or apprenticeship application. It is one of the key measures for the skills and expected behaviours that businesses look for; they need their employees to behave in a way that does not affect their business, but also meets the legal requirements, such as not discriminating or intimidating other employees, clients, and partners.

Every workplace will be different, but if you think like an employer and you have 20 applications for one job, you would quickly reject those that have an indication that they would be a risk. For example a history of poor attendance or behaviour that does not meet business standards.

This is not to say you need to be perfect but a good way about thinking of school is a place where you can practice the behaviours and professionalism that companies look for. This is not just about avoiding fights and following the rules, but the language you use and how you present yourself. So, speaking to other people respectfully and dressing appropriately are all behaviours that you can practice in school.

Why write an article about this? Well, often we think of behaviour as something we just do, but it is important to think of it as a skill that we practice as we meet new people or try new things. More importantly it is one of the most crucial transferable skills we develop, and it is directly linked to communication, professionalism, empathy and so on.

So, while you can, practice and take part in the opportunities that schools offer.

If you have any questions, please contact school or email Edward.Cramphorn@sheffieldsprings.org

Oak Academy's Virtual Library

Oak Academy have started a virtual library where you can get one free book a week! There will be prizes when we get back to school for students who have read and quizzed on any of these books! You can access this resource using the following link:

<https://library.thenational.academy/spend-time-with-tracy-beaker-and-jacqueline-wilson/>

Subject Updates

Art

STREET ART COMPETITION

THE CHALLENGE

THE CANAL & RIVER TRUST, FUNDED BY THE PEOPLE'S POSTCODE LOTTERY ARE CURRENTLY CREATING A STREET ART TRAIL ON SHEFFIELD'S CANAL. THE TRAIL AIMS TO MAKE A REAL & POSITIVE DIFFERENCE TO THE AREA AROUND SHEFFIELD AND TINSLEY CANAL BY REPLACING UGLY TAGS AND GRAFFITI WITH STREET ART THAT REFLECTS THE CITY'S STORY.

THE PRIZE

IF YOU ARE SUCCESSFUL A PROFESSIONAL ARTIST WILL VISIT YOUR SCHOOL AND DELIVER A WORKSHOP WITH THE WINNING PUPILS WHEN THE TIME IS APPROPRIATE. IF THIS ISN'T SUITABLE FOR THE REST OF THE ACADEMIC YEAR AN ALTERNATIVE PRIZE WILL BE ARRANGED. THE WINNING DESIGN WILL BE TURNED INTO A REAL PIECE OF STREET ART, DISPLAYED PUBLICLY ON THE SHEFFIELD AND TINSLEY CANAL.

IN ADDITION, THERE ARE CASH PRIZES:

1ST PLACE: £250 OF TEACHING RESOURCES FOR YOUR SCHOOL AND £50 OF RETAIL VOUCHERS FOR THE WINNING PUPIL

2ND PLACE: £150 OF TEACHING RESOURCES FOR YOUR SCHOOL

3RD PLACE: £100 OF TEACHING RESOURCES FOR YOUR SCHOOL

THE DESIGN

THE DESIGN NEEDS TO BE:

- REPRESENTATIVE OF SHEFFIELD'S INDUSTRIAL HERITAGE - PARTICULARLY THE STEEL INDUSTRY (BONUS POINTS WILL BE ADDED IF YOU CAN SHOW THE IMPORTANCE OF THE CANALS IN SHEFFIELD'S INDUSTRIAL HISTORY)
- CAPABLE OF BEING TURNED INTO A REAL PIECE OF STREET ART

THE DESIGN DOESN'T NEED TO BE AN AMAZING PIECE OF ART WORK, IT'S THE CREATIVE IDEAS THAT ARE IMPORTANT. THE ARTISTS CAN ALWAYS ADD A FLOURISH, FINISH TOUCHES OR THE DETAIL YOU DESCRIBE SO PLEASE DON'T BE PUT OFF! EVERYONE CAN BE CREATIVE! ©

HOW THIS WILL WORK

YOU WILL NEED TO SUBMIT YOUR FINAL PIECE ON OR BEFORE FRIDAY 12TH FEBRUARY

I WILL JUDGE THE DESIGNS AND SEND THE BEST 5 DESIGNS TO THE CANAL AND RIVER TRUST.

I WILL GIVE OUT 25 ACHIEVEMENT POINTS TO PUPILS WHO HAVE SENT ME A DESIGN

WE CROSS OUR FINGERS!

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PE



Sheffield Get Moving!

Lockdown Challenge



@ForgeSSP

@ArchesSSP

@LinksSSP

@PointsLN

What is it?

Sheffield Springs Academy challenge you to get involved in the **Sheffield Get Moving! Lockdown Challenge**. This 'stay active' campaign has been started for all **STUDENTS PARENTS** and **STAFF** to be physically active together. Register for FREE and pledge to be physically active in either time or distance between now and Feb half term.

'Let's get the Sheffield Springs Academy community active together!!'

What do we do?

Being active can include cycling, running and walking plus any other form of physical activity or active lesson. Anyone who signs up must keep a record using trackers such as Fitbit, Garmin, Apple Watch, phone app (like Strava or Nike Running) or any other similar recording device; you can also use websites such as mapmyrun.com. Or simply keep track on paper or via activity trackers. You have until Feb 12th to submit evidence.

Then what should we do?

All you need to do is click the link [Home | Sheffield Get Moving](#) or visit www.sheffieldgetmoving.co.uk register, follow the guidance and get active!

Once all submissions are in, school totals are announced...Get active with SSA! #SheffieldGetMoving

Good luck!!



Subject Updates

Maths

Hegarty Maths	
Top 3 learners in each year group!	
Student	Year Group
Reece S	8
Ella P	8
Rylan D	8
Esther G	9
Horthugues M	9
Lovy M	9
Jessica A	10
Ceedra S	10
Louie M	10
Callum H	11
Riley K	11
Manzal A	11

Hegarty Maths		
Top 5 learners who have completed the most hours this term!		
Student	Year Group	Total Hours of Learning
Callum H	11	20.5
Reece S	8	5.2
Manzal A	11	3.9
Bailey S	11	3.8
Hannah Q	9	3.8

SPARX		
Top 5 learners this week!		
Student	Year Group	Total XP (Last 7 days)
Syeda HA	7	3015
Zac RM	7	2587
Mayar A	7	2079
Zheer T	7	2012
Eleanor W	7	2010



If your child has any problems logging in or any issues with their online homework, please ensure they **contact their teacher on MS teams** or if you have any queries please see <https://www.sheffieldsprings-academy.org/parents/maths-homework>

History & RE

Useful Websites:

KS 3 - Year 7

HT3 - Anglo Saxons and Noman England

<https://www.bbc.co.uk/bitesize/topics/zshtryrd>

KS 3 – Year 8

HT3 – Tudors and Stuarts

<https://www.bbc.co.uk/bitesize/topics/zynp34j>

KS 3 – Year 9

HT3 – World War 2

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

KS 4 – Y10/11

HT 3 – SENECA – Superpower Relations and the Cold War

<https://app.senecalearning.com/classroom/course/4cb62f70-25d5-11e8-997c-45e9415ece8c/section/8a08bb90-25d5-11e8-997c-45e9415ece8c/session>

RELIGIOUS EDUCATION

KS 3

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

History & RE Shout Outs

Pupil engagement during the last week has seen an increase in activity during live lessons and submitted work to teachers. The attitude of pupils contributing to learning discussions has been particularly good. This has helped develop some complex discussions from topics on historical icons such as Winston Churchill to key ethical considerations associated to 'Problems With Evil'. Some examples of the best work is detailed below - More of the same please!!!

Subject Updates

History & RE

Shout Outs

- Y7 - for great Q&A contributions and being absolutely amazing in lessons - Taniesha N, Teale G, Finlay M, Jacob R, Mortimer B-S, Liam H, Moustafa A, Aiham G, Moise I, Fiza G & Emmanuel A.
- Y8 - for engagement and contributions to discussions - David A. Ruby A . For quality work and giving brilliant examples in lesson to aid others – Libby A. Ala’a R. Whitney W, Max K & Harry B.
- Y9 – for outstanding contributions on Q&A developing complex discussions and submitted work – Petel D, Lacey D, Katie B, S, Jafar A, Omer O, Jamie C, Estelle U, Gisele K, Amber H, Mayon K, Morgana F and Esther G.
- Y11 – consistent engagement online and submitted work. Samantha F, Ellie R, Beth T, Harvey N, Ayuh A and Caitlin S

KS 3 History and RE ★ of the Week – Jamie C Y9 for his online contributions during RE lessons

History and RE through Hollywood - Fact or Fiction?

Great films!

Thought-provoking debate!

No previous knowledge
necessary

All years welcome!

Find the link on your **History
& RE Teams Page** every
Monday!

3.30pm Every Tuesday

**This Term's Film Starts 26th Jan:
The Boy in the Striped Pajamas**



Through the innocent eyes of Bruno, the eight-year-old son of the commandant at a German concentration camp forms a forbidden friendship with a Jewish boy on the other side of the wire.

Pupil Work

Science Lesson Shout Outs

- Ali S, Charlotte R and Hafiz—Y11 - for great engagement in triple science. Keep it up!
- Nikolas L—Y11—for great engagement in science and staying online to attempt the more difficult work. Well done!

English Lesson Shout Outs

The below Y11 pupils for working extremely hard in all English language lessons and striving to improve their English studies:

- Danny R
- Liam D
- Ali S
- Paige H
- Charlotte R

Pupil Work

My scene is about increasing gang activity and increasing rates of gun and knife crime amongst young people in Sheffield. My target audience for this scene will be teenagers (13-18) who are likely amongst the most targeted by gangs and most susceptible to their grooming. I also feel that this demographic would be better able to understand and interpret the message as a result. My intention behind exploring this scene is to bring attention to and raise awareness of crime amongst young people as well as gang activity both of which contribute to a more dangerous community and spark unnecessary violence often resulting in serious injury. This can be seen in cases of knife crime where there have been fatal stabbings in which both the victim and perpetrator were a part of the target demographic. Recently however, there has been a dramatic increase in gun crime and gun violence across the UK but is becoming increasingly more prevalent in communities across Sheffield. Exploring this scene will link to the brief as gang activity and crime are local issues that affect everyone in the community even if they are not directly involved and work against the safer community scheme. Issues like these are more difficult to avoid and escape once already involved therefore my scene will focus on showing the consequences of being involved in a gang lifestyle from the perspective of a student groomed into those activities which they were not prepared for. By constructing the scene using this perspective I feel the audience would be better able to connect to it and therefore better understand the message behind it. My scene will show making the community safer by showing how these situations can occur (grooming), the consequences of them and choosing to become more involved and productive members of the community after a life of crime. It will also show preventing these situations from progressing in the early stages to avoid the unwanted consequences. This links to the title 'VANTAGE POINT' because the impact of these issues on the community and individuals change based on perspective. To the wider community they are criminals who terrorise and damage communities bringing harm to their reputations and making it unsafe for those who live there only to benefit themselves. To some gang members they see themselves as banding together almost as a smaller community or even 'family', sometimes for protection or a sense of belonging. They have often vastly different outlooks depending on how they have been impacted both personally and as part of a group. I feel this is the best way to incorporate the theme of 'Vantage Point' into my scene as it relates to the topic.

Kevonaye C—Y11— for producing the best scene pitch Mrs Head has ever read! This is an outstanding piece of work you should be very proud!

History Assignment work

Correct the mistakes:

1. The US and USSR followed the same ideology -> The USSR followed Communism ideologies; the US followed Capitalist ideologies.
2. Truman was willing to let communism spread if it meant peace in Europe -> Truman did not like the idea of communism at all, he was NOT willing to let communism spread if it meant peace in Europe.
3. The wartime conferences strengthened relations between the Grand Alliances. -> The wartime conferences weakened relations between the Grand Alliances.
4. The US and the Soviet Union shared nuclear technology in the Baruch Plan -> USSR rejected Baruch Plan + the two sides did not share nuclear technology.
5. The US and the Soviet Union were starting to trust each other -> The US and the Soviet Union were starting to trust each other less over time.

Match Up ("Quote" -> Meaning):

- "neurotic view of world affairs... instinctive Russian sense of insecurity" -> Stalin is paranoid and suspicious of the US and western allies.
- "increase of military control in peacetime." -> US wanted to start a war
- "persistent pressure toward the... weakening of all rival influence... and power -> Soviets are expansionist and want to destroy capitalism.
- "effort to establish world dominance" -> US want to take over the world
- "highly sensitive to logic of force... when strong resistance is encountered at any point" -> Soviets would back down when faced with US military power.

Comprehension Questions:

1. Telegrams were reports on the activity of the US and USSR. They were used because both sides had little trust in each other, so the USSR and the US wanted to know what the other side was doing, to minimize this lack of trust.
2. The Long Telegram showed that Stalin wanted to destroy capitalism and expand worldwide, this made relations between both sides drop - as the US tried to threaten the USSR with containing the communist spread and the USSR threatening the US (as well as most of the world) with global dominance.
3. The Nikov Telegram said that the US wanted economic and military domination internationally.
4. The Long and Niko telegrams showed that both sides had reasoning to why they distrusted each other, as both sides wanted to wipe out ideologies or take over the military and economy worldwide
5. The telegrams in 1946 increased tensions between the US and the USSR because they showed that both sides did not want to co-operate with each other in any way as there was a large amount of distrust. Stalin's paranoia led to him having expansionist views (to make eastern Europe communist countries), this led to the US talking about containing the communist spread.



Kevin A —Y11— engagement with new topic and outstanding submitted assignment! Well done! Mr Kelly

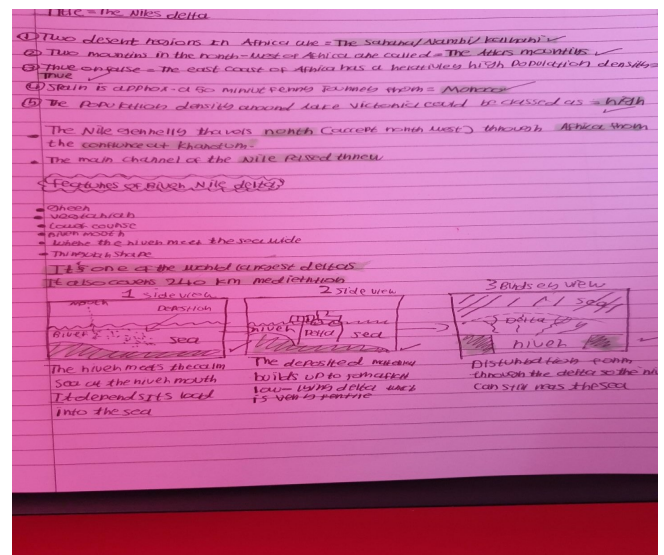
Oluwafayodani A —Y10— for producing this fantastic piece of work in Mr Harris's English literature lesson on the subject of the natural world in Bayonet Charge! Well done!



impact of aid on the country. (6 marks)

An NEE I have studied is India. One advantage of aid in India is that they received £200 million from the UK. This helped India with poverty as they were able to improve houses and education. This means that more children were able to gain a good and proper education which meant that they will have better qualifications which leads to more and better job opportunities in the future, this will then help them become more stable with money and they will be able to live a proper lifestyle. One disadvantage of aid in India is that the Sardar Sarovar dam project caused 300,000 people to be displaced while they built the reservoir. This means that many businesses had to close while being relocated causing many families to experience a loss of income. This meant that families had to struggle for this period of time and most went without a source of food and other important things. Overall, aid in India has more advantages and therefore is a positive thing. While there is some negatives, most of them are short term and can be solved. This means that aid is helpful and has some long term solutions to Indias problems.

Aimee M —Y11— Amazing 6/6 answer in Miss Robertson's live geography lesson this week, using forms effectively. What a fabulous effort! Well done!



Ruqayah A —Y9— for the amazing quality of work you are completing in Geography, your work is always to a high standard and this piece you got all correct! Well done! Miss Firth

Hughes portrays the natural world as a battlefield filled with death and turmoil. "Stumbling across a field of clods towards a green hedge" illustrates just how gory the natural world had become. This is evident by the writer's use of the word "clods" to describe the flesh that littered the soil. He also introduces the idea of a deliberate dehumanization of nature as a way of preserving the mental state. This is done by using the metaphor of "green hedge" on multiple occasions throughout the story instead of saying 'enemy trench' or 'enemy line'. He also uses nature to symbolise the fate of humans in war by describing the scene of a yellow hare's death instead of a soldiers. He infers a common fate share between the two inhabitants of the world; Nature and Humans. A ray of hope still shines though, with the "green hedge" possibly symbolising how the effects of war can only go so far. Amidst the chaos and destruction, a green hedge still stands.

Head of Year - Home Learning Shout-outs!!

Y7

- **Excellence, Pride, Ambition**—Miss Finlay here I would like to congratulate the 60 superstars that attended 100% of lessons last week; you're amazing! Keep it up!

Lojain A, Nathan A, Mohamed A, Lillie B, Jack K, Arshad M, Igor N, Lily-May W, Sahhel A, Ella B, Travis B, Mortimer SB, Bailey C, Ruth D, Lily-Jo D, Laweeza F, Isobel H, Mia H, Bukhari AH, Sara K, Taneisha N, Millie O'K, Abdul O, Junior R, Moustafa A, Paschal A, Fiza G, Skender K, Erin RM, Emmy W, Gzing A, Leo B, Lola F, Milka H, Ruby PG, Shahad B, Zac RM, Zheer T, Keiron W, Entisar A, Emmanuel A, Grace GS, Jessica HB, Keira J, Maziar MB, Talal M, Finlay M, Aiham G, Freya HD, Maximillian L, Joshua L, Phoebe M, Amy S, Grace T, Rylan T, Bow W, Cory C, Emmy F, Domink G
 - **Excellence** — Mia H - Mia shared a creative piece of music that she has made in her own time. Well done, Mia - it sounded great!
 - **Pride** — Leo B - Leo is trying incredibly hard with every one of his live lessons and sends his work in every Friday for it to be marked, keep up the amazing work!
 - **Ambition**— Fiza G - Fiza not only attends every lesson but she also helps others and navigates them to what they should be doing. You are a lovely polite young lady, keep up the hard work!
- I'm so proud of the way that Y7 have adapted; as if starting secondary school wasn't a big enough change, they're now learning online and they're doing a great job of it too! Keep it up! Miss Finlay

Y9

- **Excellence** — Last week the following students received a star of the week certificate after being nominated by their form tutors- Jafar A, Kelsey M, Lacey-May D, Libby F and Petel D. Well done! You have clearly stood out as being an excellent member of your form groups!
- **Pride** — Ruqayah A—sent her Geography work to me after Friday's lesson, and I was astounded at the quality of work. She has worked hard to ensure that her work is well presented and completed to a high standard (and she got it all correct)! Well done! Miss Firth
- **Pride** — for great pieces of work posted into the Year 9 form groups from the following students—Skye, Petel, Moody, Lucy, Lacey May, Adeola, TJ, Sea, Esther, Cody, Kelsey, Steven, Jafar, Caitlan and Katie. I am so amazed by the quality of your work and how much effort you are putting in to your work- Keep it up! Miss Firth
- **Ambition**— A huge congratulations to Omer O! Omer has completed 67 minutes on Lexia, well done, keep up the great work! Miss Firth

Well done to all the Year 9s who are logging on to every live lesson. I am so proud to be your Head of Year, it is remarkable the amount of time and effort you are all putting in. Every two weeks certificates will be emailed out to parents to reward you for your attendance, please keep up the good work, it does NOT go unnoticed. From the week commencing 25th January, our assembly day will be on a Friday. Please look out for the link in your form group chats, it is important you attend so that you get the key messages for the week. Thank you again for all your hard work (this is for you too parents- I am grateful for all your support!) Miss Firth.

Head of Year - Home Learning Shout-outs!!

Y10

- **Excellence** — Zainab A - nominated by Ms Cartledge for your amazing work in business studies. Keep it up!
- **Pride** — Jessica A - nominated by Mrs Biggs for great answers in biology. You're amazing!
- **Ambition**— McKenzie D - nominated by Mr Ludlam for your dedication to learning. Well done!

Hi Y10! This week's online learning has improved so much! Well done! There is still more we can do but things are getting better every day. If you need any support getting online, you must let us know. This is because most of your subjects are teaching new content and you don't want to get behind. The new timetable starts on Monday so your day will be in a slightly different order, but I'll post this on to Teams on Friday afternoon. Keep working hard, Mrs Biggs

Y11

- **Excellence** — Aimee M—achieving 6/6 in geography, using forms effectively. A fabulous effort!
- **Excellence** — Paige H, Charlotte R, Ali S, Ellie R, Ayah A—for showing excellent engagement in English literature lessons. Well done keep up the hard work!
- **Excellence** — Kiarna R —for getting involved in H&SC live lesson giving great answers to the different tasks and generally been awesome! Mrs Sleaford
- **Excellence** — Caitlin P—for getting involved in H&SC live lesson giving great answers to the different tasks and generally been awesome! Mrs Sleaford
- **Excellence** — Maisie J —for getting involved in H&SC live lesson giving great answers to the different tasks and generally been awesome! Mrs Sleaford
- **Ambition**— Declan O'D - completing and submitting work for feedback in computing! Well done!
- **Ambition**— Kevonaye C - for producing the best scene pitch Mrs Head has ever read! This is an outstanding piece of work you should be very proud!
- **Ambition**— Haleem A - Completing and submitting work for feedback in computing! Well done!