

October 2021

A Message from the Principal

Welcome to our first newsletter of the academic year. I am extremely pleased with the way students have settled into academy life. I extend a warm welcome to the parents of our new Year 7, who have settled remarkably well considering the time they had missed throughout the final years in their primary setting. Students across The Academy have fully engaged with their lessons and are focused and working hard, there has also been excellent participation across our exciting extra-curricular programme.

We have been informed that the student Covid-19 vaccination programme will commence on the 4th November. Can I ask that students return after the break with their completed consent forms to help ensure that the process of vaccination runs smoothly.

I have been overwhelmed by the support of parents/carers throughout the last 18 months with all of the additional changes and demands being asked of you during the pandemic. I would like to personally thank all of our families for your trust as we navigate the complexities of keeping everyone as safe as possible whilst ensuring that our students continue to learn and achieve. Covid-19 remains a challenge for us all, yet we will continue to work together as one community in the best interests of the children's education.

Unfortunately, I have not been able to meet you face to face as I would have liked. As soon as it is safe to do so, I am looking forward to inviting families into the academy so that I can meet you and share our vision and plans for the future. In the meantime, we have a selection of videos that we have uploaded onto the website for our Year 6 virtual open evening that you may find informative.

<http://www.ercallwood.co.uk/virtual-open-evening-2021>

I hope you have a safe and enjoyable half term.

Kind regards,

Key Stage 3

Key Stage 3 Pastoral News

It has been a real pleasure to lead KS3 this half term. Our Year 7 students continue to settle well and have begun to achieve great things in sport and their charity work. Our Year 8 and Year 9 students continue to set a good example for our younger students and most students have enjoyed their first half-term in a long time which hasn't been disrupted by Covid.

Some Year 8 and Year 9 students have recently completed some very impressive work detailing the life and contributions of figures such as Harriet Tubman and Rosa Parks as part of Black History Month. The work of these students formed part of a competition with certificates and prizes being awarded to the following students:

Year 8:

Winner – Rejoice

Runner-up – Daniel

Year 9:

Winner – Eleanor

Runner-up – Daisy

School council remains a way that students can effect real change at The Academy. Tutor groups have just elected representatives and have met for the first time to discuss the issues that are important to them and the tutor groups that they represent.

It has been my real pleasure to run the rewards assemblies for the first time this year. The students in KS3 have accumulated a phenomenal number of Star and ERA points this year and represent the pinnacle of our values of Aspire, Empower and Respect. We can all be very proud of the following winners:

Category	Reward	Year Group Winners		
		Year 7	Year 8	Year 9
Most ERA Empower Points	£10 voucher	Issy	Oliver	Kian
Most ERA Respect Points	£10 voucher	Ahad	Holly	Harry
Most ERA Aspire Points	£10 voucher	Lois	Leo	Mya
Most STAR points	£10 voucher	Lucy	Olivia	Lois
Most ERA Points Overall	£20 voucher	Rachel	Alfie	Olivia
Students with the top positive points	Hot Chocolate and Cake with Mr Gummery	Rachel Charlie	Holly Leo	Imogen Olivia
Tutor Group with the Most Positive Points	Sweets	7 Red	8 Orange	9 Red

The above prizes represent the culmination of sustained effort, outstanding work and excellent conduct shown by the above students; they thoroughly deserve each reward that they have received.

I would like to take this opportunity to thank parents and students for making my first half-term at the school so enjoyable. I would like to also thank Mrs Little who has stepped into the Y7 pastoral year lead role this half-term. She has worked hard to make sure that the transition to Ercall Wood was smooth for our Year 7 students. We now welcome Miss Porter back to The Academy who will resume the role of pastoral year lead for Year 7 after half-term.

Please enjoy the half-term break, and I look forward to welcoming everyone back to school on 1/11/21.

Jack Whitehead

KS3 Pastoral Leader

Pastoral

Key Stage 4

Key Stage 4 Pastoral News

It has been a super busy half term for KS4 students leading to the October half term. KS4 students have come back focused and have settled into the new academic year well. Year 10 have started their GCSE's and year 11 have continued with their studies. A reminder that all students need to come fully equipped to school including a scientific calculator as in recent weeks equipment has deteriorated. Additionally, students need to ensure that revision guides and materials are being used regularly now as they are

entering their final years. Revision guides are available from each subject area. A gentle reminder we have intervention after school. The timetable available on the website is for year 11 and year 10 also have selected subjects after school too, please check with subject areas.

It has been lovely to see after school clubs are well attended and competitions with other schools is in full swing. Students have represented the school in a polite and respectful manner.

The newly appointed senior prefects have been hosting school council meetings over the last few weeks and gathering ideas for change or how things could be improved. They will be sharing ideas with Mr Gummery in the coming weeks and will make students aware of any successful changes next term.

Also, this term we have run a successful trip to Wolverhampton University. It was an outstanding trip for year 11 in which they participated in a few short activities throughout the day in addition to what pathways are available once they leave school or college. They completed the day with a 'Dragons' Den' activity. The innovative ideas were exceptional and carried out a short presentation at the end. Ideas included a kettle sauna, toaster tennis ball launcher, interactive noticeboard to name a few. The photo below is on the day in a workshop.



Key Stage Four Awards

We continue to celebrate our rewards system put in place and students have returned positively and accumulated thousands of points in each year group. In the final week we celebrated our top achievers. Each student has been awarded a certificate and voucher to spend.

Our Star points winners were:

Year 10: Oscar

Year 11: Olivia

ERA winners:

Year10:

Empower: Aina

Respect: Jasvir

Aspire: Jennifer

Overall winner with most points was: Imogen

Year 11:

Empower: Emily

Respect: Grace

Aspire: Olivia

Overall winner with most points was: Nia

Additional to our awards we have a half-termly hot chocolate and cakes with Mr Gummery. They are commended on their hard work and effort and get a chance to have an informal discussion with the Principal. Students involved:

Year 11: Devi

Tamsin

Year 10: Daisy

Tia

Well done to everyone!

Mrs Morley-Addison

KS4 Pastoral Lead

English



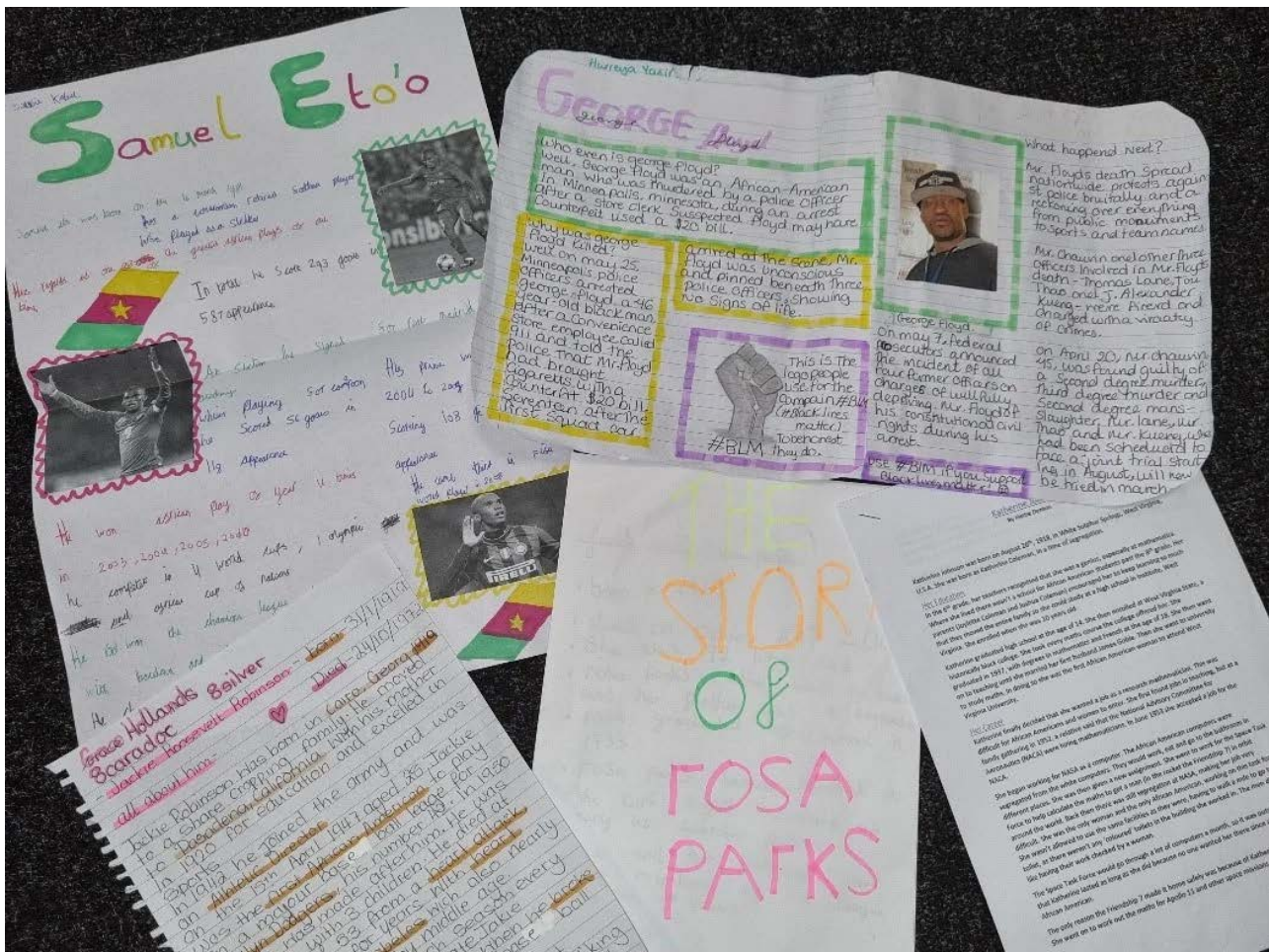
Year 8 and 9 Black History Month Project

As part of our enrichment programme within English, Year 8 and 9 have been given the exciting challenge of researching a black figure, past or present, to celebrate the lives and achievements of black people.

Students have been set the task of choosing a person they are interested in or want to know more about, creating a biography on them, producing a poster or leaflet to educate others and to write a letter to them explaining how they have made a difference in the world, why they chose them and what interested them the most.

The students have made a great start on their pieces (see images below).

The students' work will be put forward and judged by the English department staff with winners being announced week commencing 25th October in our half term assembly.



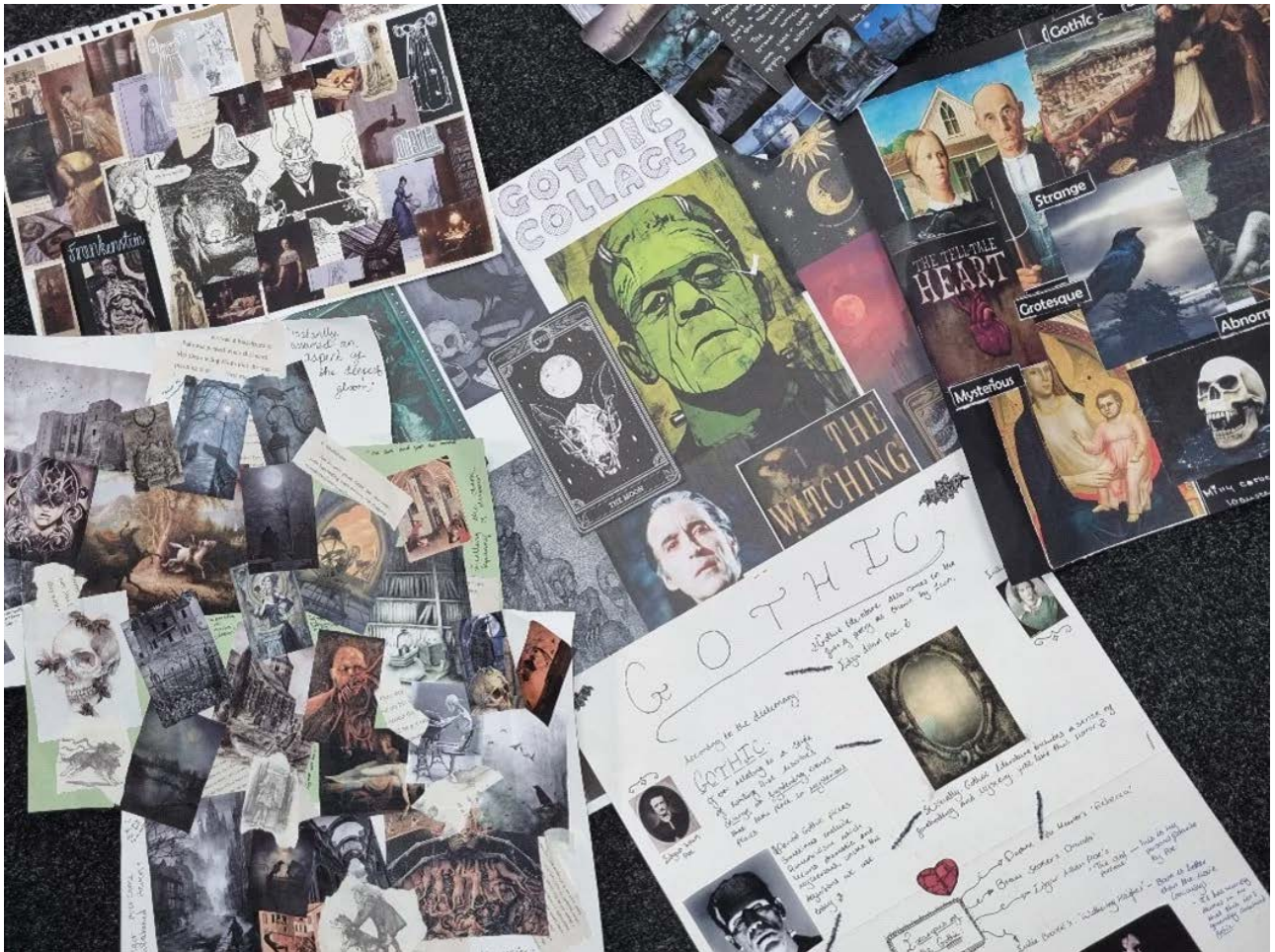
Year 11 Aspire Challenge

Meanwhile, our Year 10 students have been studying 'Frankenstein', by Mary Shelley. To gain a better understanding and challenge themselves with the text, students have been given various challenges each week to tie in with their learning. Students have created mood boards/collages of images of gothic art from over the years, symbols and motifs associated with the gothic genre

and researched the contextual knowledge behind the text. Students are working hard in these final two weeks to develop their knowledge of the text.

The students have created some fabulous pieces (see image below).

The students' work will be put forward and judged by the English department staff. Winners will be announced week commencing 25th October in our half term assembly.



Congratulations:

Congratulations to Hettie, Year 8, who has made the final of the creative writing competition held by the Henley Literary Festival!

Hettie also had another article published in Film Stories Junior magazine.

Student of the week: Rowan (Year 9) who has been nominated by his English teachers three times this half term.

Congratulations!

HENLEY
LITERARY
FESTIVAL

Hettie
Year 8

HENLEY
LITERARY
FESTIVAL



Science



What are we doing?

This half term, Year 7 and 8 have been working through Biology, Chemistry and Physics topics.

Each of the headings are links to BBC Bitesize pages related to the topics.

Year 7 have been working on topics focused on the [Digestive system](#), [The Earth's resources](#), and [Forces](#).

Year 8 have been studying [Cells](#), [The Periodic table](#), and [Pressure](#).

Year 9 are completing a series of STEM projects focused on using a range of Scientific methods and skills to complete research in a range of areas; School dinners, Use of plastic bags and Resistance in a wire. All of these will be by [Working Scientifically](#).

Year 10 and 11 have been continuing with their OCR 21st Century Science courses, both Triple and Combined classes have been covering all three Sciences.



Space Rocks

Year 7 and 8 have been getting hands-on with some real rock samples from Outer Space. Most classes had the chance to get up close to meteorites made of iron and samples of meteorites from the Moon and Mars. Lots of students commented on how exciting they found it and few hoped the Space rocks might give them superpowers! (see images above).

Educake

Students have started the year well and have been using Educake for their homework and for their own revision. Year 7 have been introduced to Educake in most Science lessons but not all groups have had a chance to use it yet.

For each year group the top answering students are:

Year 7: Zaben, Adjida, Rama.

Year 8: Zara, Georgia, Charlie.

Year 9: Zayyan, Vilte, Imogen and Simra (tied).

Year 10: Aina, Evan, Mahek.

Year 11: Joel, Holly, Ellie-Mae.

All of the students above will be awarded an Aspire ERA point, plus special mention for Aina in Year 10 who has completed over 100 questions in addition to homework tasks.

MFL



To celebrate the European Day of Languages, the students at Ercall Wood Academy took on a challenge in the 'Languages-Bake Off' competition and baked a selection of cakes originating from all sorts of countries.

There were 3 Star Bakers selected from all of the entries even Paul Hollywood would be proud of.

All entries have been awarded with a certificate and a small prize.

The winners of the bake-off:

Ben – Year 7

Sean – Year 9

Martha and Aranee – Year 8

Ercall WoodDas großeBacken2021

Ben-year 7



Oliver-year 8



Zayyan-year 9



Frau Bastow



Zayyan-year 9



Hettie-year 8



Ercall WoodDas großeBacken2021



Martha & Aranee-year 8



Rebecca-year 8

During form time, students have also taken part in a Languages quiz and many of our students have amazed us with their great results!

The Languages department is really proud of all our students showing a great interest and enthusiasm. Well done and keep it up from Frau Bastow.

R.E and Ethics

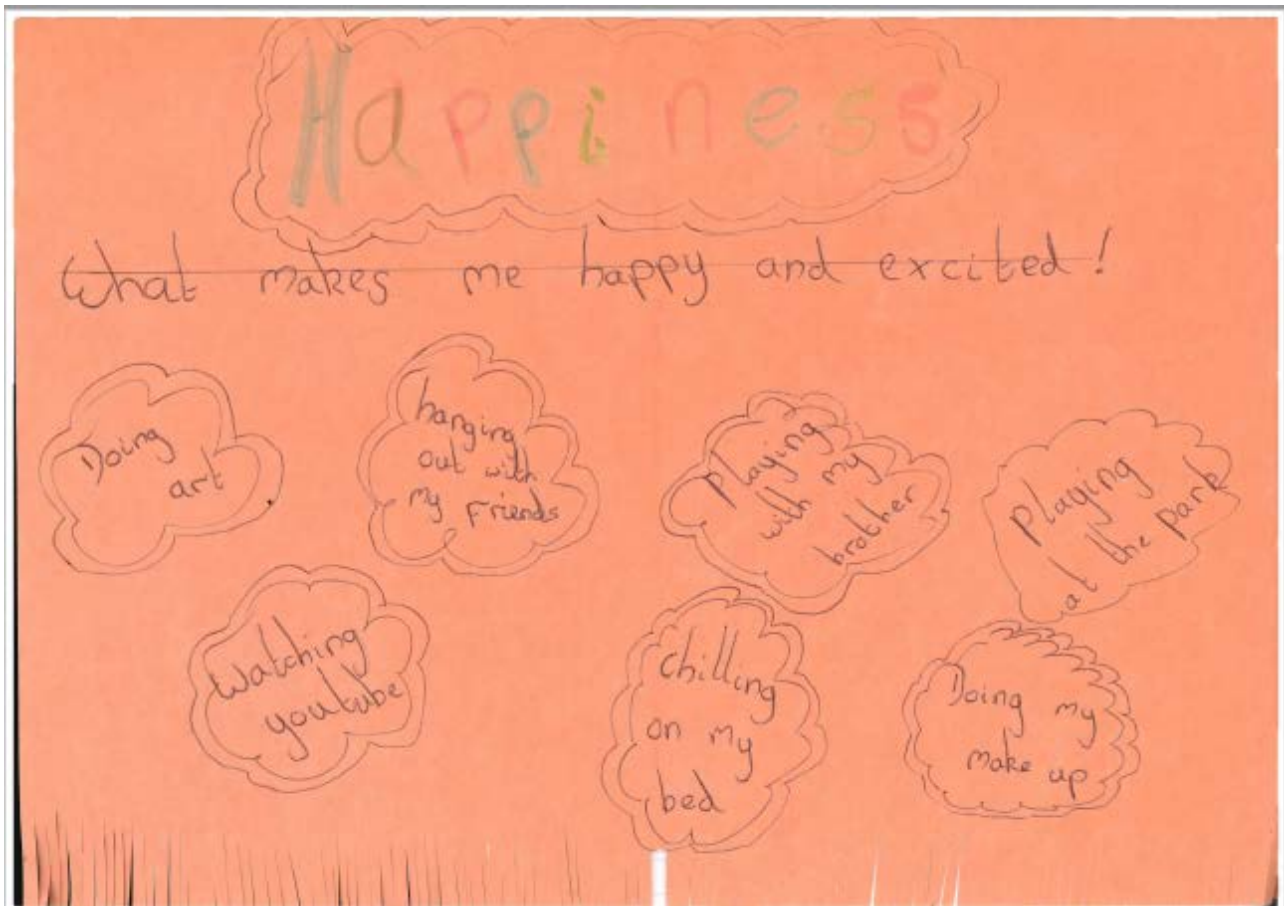


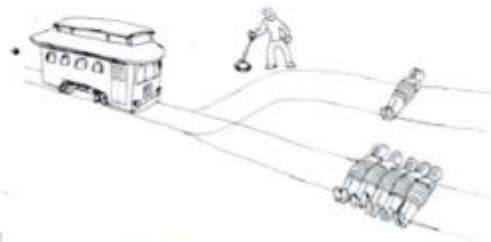
Year 7

This half term has been really exciting as we have explored the meaning of ETHICS. This has involved looking at different ethical dilemmas and deciding how decisions are made. We began by considering two simple scenarios involving everyday decisions. We then explored the Trolley Problem and whether actions or outcomes are more important. We looked at the problem from a Utilitarian viewpoint, deciding which solution would bring the 'greatest good to the greatest number of people.' For Homework we researched Utilitarianism and what happiness means to us.

We considered the topical discussion around the Pfizer Vaccination and whether it should be made a law for people to have it. We all agreed that ETHICS was challenging, but fun . . .

Please see a selection of Year 7 work by; Holly, Lois, Honey, Chloe and Daisy.



Making Ethical DecisionsTrolley Problem
#1

What is the right thing to do? It depends because if the one person was someone I knew then I would leave it but if it's the five people I know then I would push it.

What has influenced your decision? I have said this because I don't want to lose someone in close with.

How might religion influence someone's decision? They would probably want to go for the one person because they don't want to go to hell but they don't really have a choice. Such as in Christianity they say 'don't kill'.

Trolley Problem
#2

What is the right thing to do? Definitely you should push the fat man because the God will understand that you wanted to save more people's life.

Why is this situation different to the first? It's not different because you ever kill one person or the five people although it might be different because he's pushing him over.

What is more important, the actions you take or the outcomes they produce? And why? The actions because you are committing a crime and you could be in jail for years or you could be killed for wanting someone else's life.

Happiness

Happiness is something every human needs to live a content, fulfilled life. It is something that is achieved by doing an activity or receiving something that makes you feel good about yourself.

Things that make people happy

People often find that things such as cuteness, surprises, kindness or compliments make them happy. This doesn't mean something else can't make you happy though! You just need to find something ethical that you enjoy doing!

How to find happiness

There is no right or wrong way to find happiness! It can be achieved by doing something you love or being around something you love. Happiness is something that might not be easy to obtain sometimes, but you will always find a way to become happy. Always remember that even if other people judge or comment on the thing that makes you happy, never stop finding happiness your own way.

What is meant by Utilitarianism?

An action that promotes happiness in the majority of people

Some people would agree,

POINT: Having the vaccine means it will prevent deaths.

Evidence: Figures have shown deaths have reduced since the vaccine rollout.

Explanation: Scientists say that the vaccine will help people not to get COVID-19 and if get it will help fight it.

Another reason to agree,

POINT: By making everyone able to take the jab mandatory, it means we may get back to normality sooner.

EVIDENCE: research is showing that the more people jabbed reduces the risk of going to hospital.

EXPLANATION: this will mean people will be able to see friends and family members sooner and more and less people would be spending time in hospital.

Other people would disagree,

POINT: People should have the right to choose when and if they should have the jab.

EVIDENCE: Numbers show that many people have taken the jab.

EXPLANATION: People currently are taking the jab without it being forced and a high majority of people have taken it so far.

Also, they would disagree because,

POINT: People believe that they don't need the jab as they will be able to fight it themselves.

EVIDENCE: Numbers are showing that people have COVID and know known.

EXPLANATION: Many people have had COVID and not known they have had whilst taking regular tests.

Having thought about the statement,

I think it should be now be forced to get the vaccine for the people who need it most like: NHS, Keyworkers because they help everyone that is poorly and in need of the most help, unless they have health issues, also over 60s as research has shown they are most at risk.

Two view points from this statement are the vaccination supporters and the anti-vaxxers. The vaccination supporters believe that the vaccination will protect vulnerable people from covid while the anti-vaxxers believe the vaccines are dangerous and harmful. My opinion on the vaccines is that they are safe and effective but I am not sure it is compulsory for everyone because I would be scared to have an injection while other people also have their own reasons.

Many people would agree since it is for their own protection. This is because they don't want to get covid and possibly pass away. Another reason to agree is that they are helping the vulnerable but taking the vaccination. This is because they want to help other people from getting the virus.

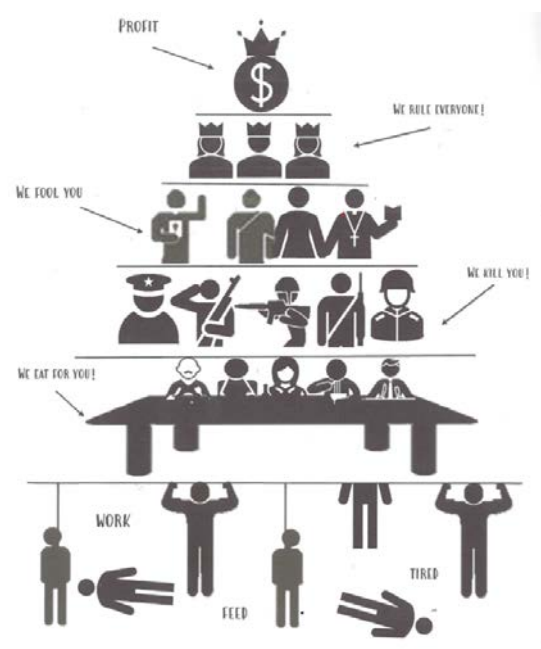
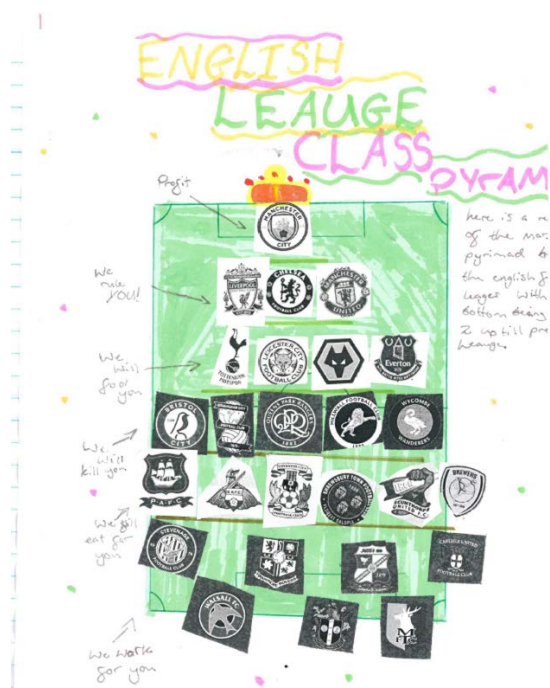
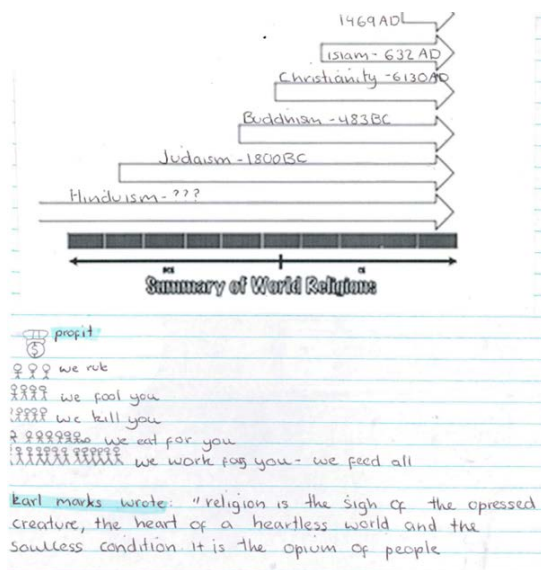
Other people disagree because they think the vaccine includes harmful chemicals. Since, they don't quite understand how the vaccine works. Another reason to disagree is because they don't think the vaccine has been tested enough. Since, they believe not enough tests have been ran on the Pfizer vaccine.

Having thought about this statement I think you should take the vaccine because you are helping the people around you and you are protecting yourself from the virus. Since, I want to help the virus fade away.

Year 8

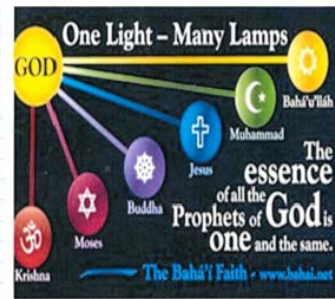
In Year 8 we began by looking at the teachings of Karl Marx and his description of religion as 'the opium of the people.' We then discussed whether Religious Studies should be taught in school. This term our main focus is on small religions and have begun with the Baha'i faith. The Bahá'í Faith is a relatively new religion teaching the essential worth of all religions and the unity of all people. Established by Bahá'u'lláh in the 19th century, it initially developed in Iran and parts of the Middle East, where it has faced ongoing persecution since its beginnings. We have looked at how it was founded by the Bab and its main teachings. It encompasses all the major religions, believing in their line of prophets and that Bahá'u'llah is the prophet for today. As part of our understanding, we have considered why this might cause offence to the established religions.

Please view the gallery of work below of; Louie, Martha, Davida, Aoifee and Phoebe.



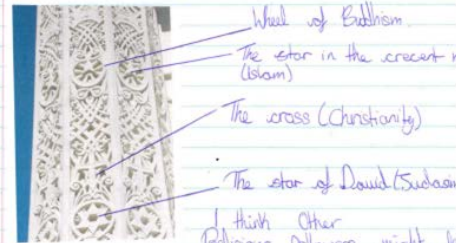
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Wednesday 13th Oct



- Hinduism, Buddhism, Christianity, Islam, Baha'i
- They are who God sent
- They go to the young religion
- The Baha'i Faith

The circle around the Baha'i is yellow because it might be a resemblance of



I think other religious followers might be offended because their symbols being put as they are different religions and they different teachings and ways of worshiping

Baha'i Faith

The main teachings of the Baha'i faith are:

Racial unity, gender equality, universal education, and harmony of science and religion.

Bahá's believe that there is only one real religion, which is the religion of God.

They believe in central figures of other religions such as Muhammad, Jesus Christ, Moses, Zoroaster, Krishna and the Buddha. The most important of these is Baha'u'llah.

I think people might disagree with this because they might think that in a religion there should only be one 'teacher/messenger' or only one set religion.

Bahá's believe their's is the religion of the future.

I think most, if not all the Baha's teachings are relevant to today because there is a lot of tension, anger and fear in the world right now.

I think if everyone followed their teachings the world would be a better place; there would be no racism, sexism, and a lack of education for some people.

I do not agree that these teachings are harmful, I think that they would make the world better.

Excellent homework.

What are the main teachings of the Baha'i faith?

The main teachings of the Baha'i faith is to always be equal and that you don't need to follow just one but you can believe in many others too.

Baha's believe that there has only ever been one God, who is called by different names in different religions. Baha's also believe there is one God and that all the universe and creation belong to him.

God is omnipotent, perfect and has complete knowledge of life.

Which of these teachings are relevant to today?

All of these teachings are relevant today because this goes for all the religions and not just one. Many people still believe that these are true.

What are the main teachings about other religions?

They may have to pray a specific amount of times each day or wear special pieces of clothing to show respect to your god. But this faith does not require this, it just requires you to understand that everyone is equal no matter what religion they are.

Why may these teachings offend people of other religions?

These teachings might offend people because they may think they are not being respectful to their god and are not putting their whole into the religion.

Do you agree that these teachings are harmful?

I do not agree that these teachings are harmful because they are not causing any harm what so ever. Infact it is teaching us that it is okay to be different because in the end we are all equal.

Would the world be a better or worst place if people followed their teachings?

The world would be a better place if everyone didn't question peoples beliefs. People should just mind their business and keep following what they want to believe in. They should also stop judging people because of the same reason to.

Year 9

We have been looking at the problem of Evil and Suffering. Our work has included looking at scenarios and how people behave. We have looked at Scientific evidence about the morality of babies and also research into psychopaths. Currently we are studying the story of Adam and Eve, asking if it has any relevance for us today. We also came up with our own laws for our imaginary kingdom.

Please see Alesha's impressive work below.

My ten rules!

1. Shake hands and greet people.

2. Be kind and respect everyone.

3. Make direct eye contact with the person you are speaking with!

4. Have a positive mindset.

5. Pay attention and try not to be rude.

6. Treat people how you want to be treated yourself.

7. Smile to everyone.

8. Respect the area.

9. Help people when they need help.

10. Make sure everyone around you is comfortable.

✓ Excellent work, ha

In Year 10 Option we have been looking at arguments for the existence of God:

Tuesday, 14th September 2021

What is the design argument?

aley's example was the fact he thought God created the world as a watch is complicated and has a designer. Some believe there is an order in the universe.

Something I believe is very difficult to recreate, is a watch.

The world is like a big machine. The way everything works is evidence that the universe has design and purpose.

The Argument from Design

- There is order in the universe. It is like a big machine, everything in it working together.
- The way everything works together is evidence that the universe has design and purpose.
- If something is designed, then there must be a designer.
- That designer is God.
- Therefore, there must be a God.

Baroque argument

They have perfectly designed them to hold and eat.

walking and happe across a is on the ground.

The man notices that watch is a complex thing with many cogs and intricate parts.

All the parts of the watch function to a specific purpose. (to tell the time).

Because of this we would say that the watch is designed. Somebody has put it together.

The eye (and other parts of the human body) are far more complicated than the watch.

If the human body is more complicated than the watch, then it too must have a designer.

That designer can only be **GOD!**

Isaac Newton - He used the fact we have opposable thumbs as evidence of design. Thumbs are called opposable because they can be moved around to grip things.

HE SAYS THIS IS EVIDENCE

This is a movement only found in humans and primates.

Also this is regarded by 'theists' as evidence of God's design.

Christians would support this evidence of design argument as they believe God is a creator.

Friday, 16th September

Buddhism denies the existence of a creator God, and rejects the Teleological Argument as being "logically flawed".

Rationalists argue that the 'creation' of the world.

examples of good design in the world.

Humans - Fingerprints - Space

example of bad design in the world

- Hurricanes
- Disease
- Weapons
- Spiders
- Death

These are most likely fossils.

Some people believe life has evolved from simple form.

Fossils = the remains of prehistoric plants.

21. Brilliant presentation

BRA-Point

Monday 30th September 2021

Many Christians believe that God created the world because the world is designed with a purpose. For example, the human eye is good at what it's supposed to do it must have been designed.

Question	Turning water into wine	Jesus Feed the 5000
Describe the miracle in one sentence.	Jesus changed 120 of water to wine.	Jesus feed 5,000 with only 5 loaves of bread + 2 fish.
Why was Jesus' action miraculous?	Because no body can turn water into wine.	Because it is impossible to feed that many people with so little food.
What did the miracle show the people about Jesus?	That he was an amazing Person.	That he was Magnificent.
How might an atheist explain the miracle? Does this change its message?	Jesus said Stop Stealing the wine and give it back or my men begin will break your legs.	Everybody had brought some food with them and the 5 loaves were enough for 5,000 people.

How did Jesus prove that he was the Son of God?

List the three ways of interpreting miracles and explain each

1 Literal	Exactly as it happened.
2 Metaphorical	It's a story with a meaning.
3 Natural	Must be a natural explanation.

Definition of a miracle

Something out of the ordinary.

Why do some Christians say that a good God would not perform miracles?

Christians believe THEY have a duty to help others.

The miracles of Jesus 'literally' happened and show that God exists. Do you agree? Write a strong conclusion using the three success criteria listed below.

I don't think these miracles happened, I think that they were stories with a meaning. So they should be taken literally. The Feeding of the 5,000 shows that Gods came about others and so should Christians.

History



Introducing...



Mr Fleetwood

Mr Fleetwood has joined the History department this year and is based in our brand-new classroom downstairs. He has years of experience as a teacher and has a legendary reputation as a great storyteller. I am really pleased he has joined our team!

What we've been up to.

What a busy start to the year it has been! Year 7 have been learning about the early settlers in Britain. We've had a great time looking at their homes, clothes, food and governments. I think we all agreed that a Roman Villa would be the most comfortable house to live in with its plastered walls and underfloor heating.

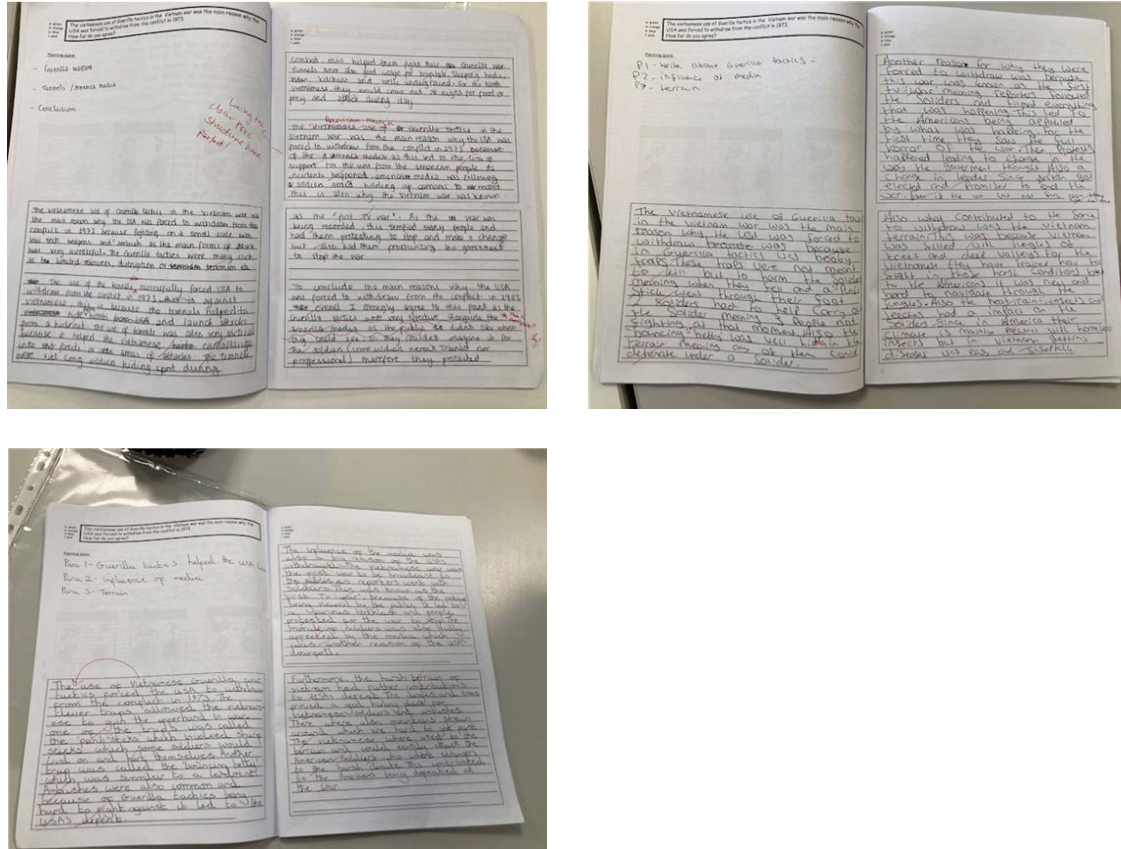
In year 8 we have been learning about the shameful and tragic story of the transatlantic slave trade and how Britain and the USA gradually moved away from slavery.

In year 9 we have started work on the cold war. We have been looking at why the previous allies USA and USSR became rivals in the mid to late twentieth century.

Key Stage 4

So exciting to meet our new year 10 groups and they have made a fantastic start building on their knowledge of the cold war from last year. It has been fantastic to see some really structured and thoughtful answers from members of 10B Lucy, Alima, Mia, and Amy in particular have nailed the PEEL structure we use for answering questions. This will prepare them really well for our end of term exams on the 15th November.

In year 11 we have been lucky enough to split our three original groups into four so now we have smaller groups, and we can really focus on getting those target grades. AQA has announced that we will only need to do three of the four units so that means we have nearly finished the course and will be able to focus on some really fantastic, structured revision work in school. Don't forget any revision we do in school is only support for the work that needs to be done at home. All of our fabulous historians need to be planning their time to prepare for the end of term exams on 8th November, and the mock exams in January. If anyone needs any help the History team are always on the end of an email.



Physical Education



After so much time without sporting fixtures, it's been great to have students back competing against other schools from the start of the academic year.

Our new Year 7 boys football team got their Ercall Wood Academy careers off to a flying start, coming out on top of an enthralling encounter against HLC, 6-5 winners!



The team then went on to win again in the 2nd round of the National Cup, defeating Our Lady St Chads, 3-2. Our goals coming from Kwasi and two from Edmund. A really determined performance by the team who lost 3 players to illness this morning. Special mention to Ruby who came into play for the boys in goal, she was outstanding. We're now at home in the 3rd round against White Cross from Hereford or Nunnery Wood High School from Droitwich.

I also want to publicly thank Year 10's Finn (referee), Sam and Taylor (assistant referees) who were brilliant.



The U13 girls football team took on Thomas Telford in the second round of the National Cup. With Thomas Telford being reigning champions of the National Cup, the girls headed into the game knowing they had to give it their all.

Ercall took an early lead after a great corner from Ruby, where Miley struck the ball right into the bottom corner first time. Thomas Telford came back fighting and the score was 4-1 at half time. Second half the girls came out proving to us how much they wanted to win. Ruby, again on the ball, sent a great through ball to Ella who crossed it to Jazz who pulled back a goal for us. The girls fought to the end but unfortunately Thomas Telford kept hold of the lead, leaving the final score 4-2.



The Year 8 Boys team started the year with a tough fixture, however huge credit must go to them as they played in very hostile conditions tonight. The final score was 4-1 to Our Lady St Chads with our goal coming through a 25 yarder from Jamie. The lads were a credit to the school and we're very proud of them all.



Thank you to all the staff who let the year 9 boys play in the 2nd round of the national cup this afternoon at Stafford. The boys started brightly and went 1-0 through captain Junaid. Just before half time Blessed William Catholic High School made it 1-1. 5 minutes after the restart it was 2-1 to us through striker Moses, who finished calmly running on to a through ball. With 10 minutes left the boys thought the ball was out, hesitated and got punished, 2-2. Then with 2 minutes left Junaid collides with the number 7, a very dubious penalty to the home team. The 7 scores to make it 3-2 and the long journey home looked a miserable one. With 30 seconds left we get a corner. The management throw everyone forward including goalkeeper Harry Phoenix for the corner. Junaid steps up and whips the corner in towards the area, GOAL!! The Ercall boys go crazy!! 3-3. The ref blows for full time, penalty shoot out.

We go first with Junaid, bang, 1-0.

Home team step up, 1-1

Charlie for us, boom 2-1

Home team, score 2-2

Centre half Charlie steps up, top bins 3-2

Home team step up, SAVED BY HARRY PHOENIX

Moses is next, goes under the keeper and in. 4-2

Home team step up, goal 4-3.

Now it's Dylan to win. GOAL!! Ercall win 5-3 on pens and are through to the 3rd National Cup for the first time ever.

An amazing achievement by all of the 13 lads who went tonight and were up against a strong physical side.

The team also ran out 5-1 winners against Walsall Academy,



The Year 11 boys eventually beat Thomas Adams, Wem in the first round of the National Cup, 1-0 (Chace with the goal). Leading at half time, our lads looked in control. Then 10 minutes into the second half Lucas gave away a penalty and Wem scored to make it 1-1. Wem got a free kick 5 minutes later which deflected off the wall and looped into the net after Abyan had unfortunately slipped in the goal. 2-1, Wem. With 10 minutes left we got back on level terms through a great volley from Chace. The game went to penalties and after Bayley missed our first and their number 4 blazed wide, it was 5-4 after Aiden had taken the 6th penalty. The Wem number 6 put his penalty wide as well and we had won. We now play Thomas Telford at home in round 2.



The Arts



Art

In Art this half-term, we have been sending the pictured postcards (see below) home in recognition of student work.

The following students all received the Kara Walker award:

Olivia

Deresse

Sky
Honey
Nethula
Kyla
Jayden
Amarlia
Ameena
Taylor
Sandy
Rejoice
Molly
Hamaysha
Alan
Alesha
Ayobabi
Humayra
Alviah
Zeba
Rielly



Elsewhere, the following students received the Vincent Van Gogh award:

Lois
Olivia
Daisy
Lucy



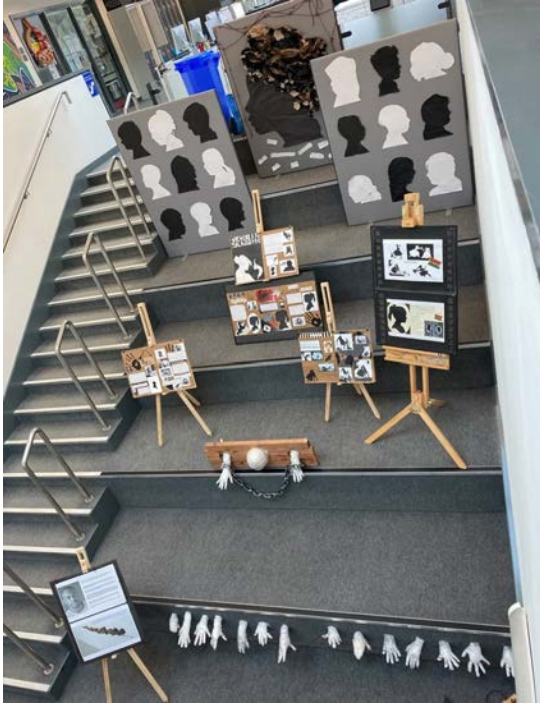
This half term the Art department welcomed its new year 10 GCSE Fine Art class. We celebrated some wonderful work, following a set summer project.

Congratulations to Sidrah, Liala, Molly, Ashlee and Annabelle, who received art prizes for the commitment and dedication demonstrated in their mini projects. Well done!

Black History Month

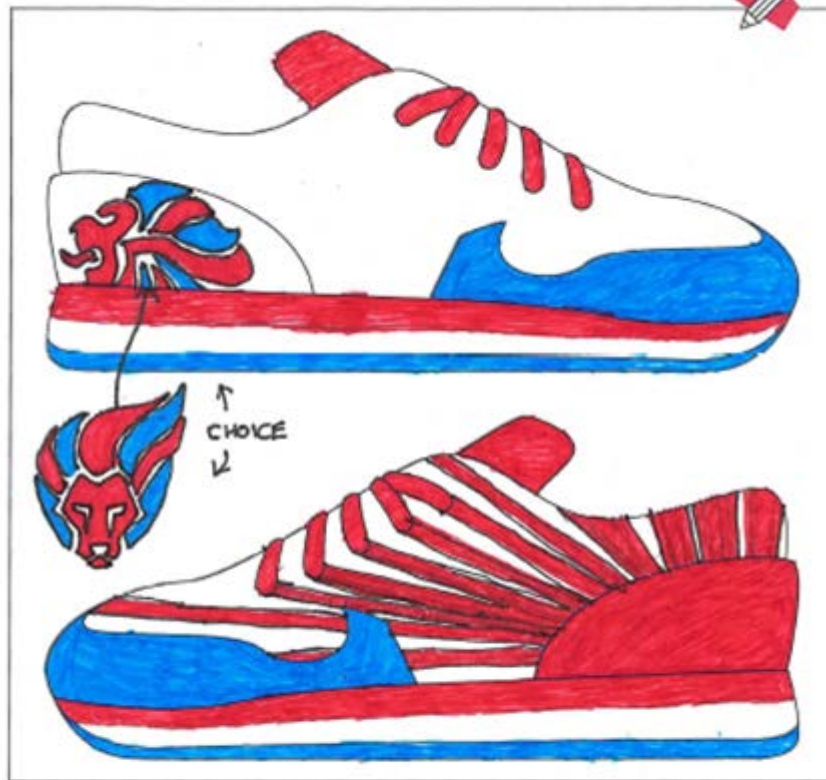
Students have been studying Hank Willis Thomas' thought provoking and emotive hand sculptures and Kara Walker's cut paper profile silhouettes.

Please see the gallery of images below of our students' Black History Month exhibition.



Sean (Year 9) has been selected as one of twenty overall winners in a national trainer design competition, we entered at the end of term.

His team GB entry can be seen below. Well done, Sean!



Slogan

ALL RACES, ALL ABILITIES, UNITE AND COMPETE
ONE AIM, ONE GOAL GO GB

Careers

Post 16 options Lunch Focus

The Careers Team now meet with our Year 11 students in the Main Hall during (week B) lunchtimes with a particular focus on one provider each lunch time. Information is available to take away and the team are there to answer questions and chat about options. There are various displays around school with the relevant information. This has been incredibly well supported, as a result of which many of our students have handed in their completed applications to the Careers Hub for submission. The Hub is open at all times for 'drop in' sessions.

Please note that applications are now open for:

Madeley Academy

Haberdashers' Abraham Darby

Thomas Telford

Telford College

And Shrewsbury College

Post 16 Options

We are advertising around school and have sent home information regarding open events and taster sessions for all of the local post-16 providers. We advise year 11 students to attend as many open events as they can in order to get an understanding of what is on offer after they leave Ercall Wood Academy.

Year 10 students may also consider attending these events to begin considering which options they might like to consider next year.

Shrewsbury College	04 Nov	Open Evening : Tech/ Pro Courses London Rd
Abraham Darby	04 Nov	Open evening
Idsall Sixth Form	04 Nov	Open Evening time tbc
National		
Apprenticeship Show	10 Nov	Virtual
Newport Girls	11 Nov	Open Evening time tbc
North Shropshire College	12 Nov	Taster Day Oswestry / Walford Campus
Juniper Training	15 Nov	Open Day 4:00 – 7:00 pm
Telford College	17 Nov	Open Evening
Telford College	24 Nov	Department Tour
Madeley Academy	30 Nov	Open Evening time tbc
NSCG College	02 Dec	Open event – pre book

University Visit

On the 12th October, we excitedly took 30 year 11 students on an *Aspire to HE* funded event at Wolverhampton University. As well as a tour of the Campus, students took part in workshops to develop decision-making skills and to understand Education Ladders. After a great lunch in one of the dining halls, students took on a Dragon's Den event creating new products from everyday items. Team working, presentational skills, organisation and time management were on display in abundance – as well as some amazing imaginations! Toasters were turned into Ball Launching Machines, duvets into heated Bluetooth Festival Sleeping Bags, cork boards became i-Uni Organising Interactive Units, a kettle turned into a steam room machine and a mug became an amazing plant growing multi-purpose-must-have!

We will be booking more university trips for Year 11 and also Years 9 and 10 in the upcoming months.

Upcoming Events

In-school events include the Navy Chef and we will be running the Mock Trial Event again this year.

Watch this space for more events!

Work Experience Programme 2022. Monday the 4th July 2022

Our Year 10 students have now received the initial Letter of Introduction to the 2022 Work Experience Programme, together with a Permission Form to take part in the programme, which needs to be completed by a Parent/Guardian and returned to Mrs Hoof as soon as possible.

The Year 10 students have also received a 'Flow Chart' containing some very useful information relating to the Work Experience Programme from 'start to finish'.

Copies of a Student Guide to the Work Experience Database, supporting the information contained within the original Letter of Introduction to the Programme, have been provided for our Year 10 students. We can track which students have requested consent to access Telford & Wrekin Council's Education Business Links Team Database, containing details of many employers who have offered Work Experience Placements in the past. To date, not many of our Year 10 students have requested access consent and so we are hoping this Guide will provide assistance and further information, which may be required.

It is so important for our young people to stay engaged with the Work Experience Programme and continually think about what career opportunities there are out there; how to get there and what they will need to prepare for the journey. We in turn want to support this journey and have a wealth of information for students of all year groups at different points in their personal career pathways. We are also here to support our parents and guardians too.

Who are we:

Mrs Athawes – Senior SLT Lead for Careers

Mrs Hoof – Careers/Enterprise/Lifeskills/Work Experience Co-ordinator – tracey.hoof@taw.org.uk

Mrs Virginia Ritchie – Careers/Enterprise/Lifeskills – virginia.ritchie@taw.org.uk

Mrs J. Roberts – FutureFocus Advisor.

We post regular updates on the Academy website and will be using all the social media platforms available to us in this respect. There is a wealth of visual information available too on the large screen TV's situated around school. Alongside the Career notice boards, again also situated on the second floor, there will be a designated Work Experience board which will be updated on a regular basis.

Can I please remind all parents/guardians and students to check their own personal e-mails as you may be missing out on sharing some very important information.

Where are we based:

Second floor, look up and you will see, we have a new sign above the door – '**Careers Hub**'. The Hub is open to all students at first break, lunchtime and after school and will be used to support our current Year 10 students embarking on their Work Experience

Programme which will take place week commencing **Monday the 4th July 2022**. Mrs Hoof is more than happy to meet with our Year 10 students to offer informal, impartial advice not only to students, but to parents and carers alike in this respect.

As previously mentioned, we are very excited to be able to launch the new Hub here at Ercall Wood and hope that you will share with us in the provision of support and the very best inspirational and motivational advice possible, for the benefit of our students.

Mrs Hoof.

Safeguarding

Parental Guidance out of school's settings

Parents' guidance for peace of mind! Many of our parents and carers will be looking for childcare providers and other out of school settings. Last year the government published a voluntary code of practice for out of school's settings. The guidance covers: The parents' guide is also available in several community languages (links are at the top right of the web page) Download the 'Guidance for parents and carers' [here](#):



E Scooters – the law!

E-scooters are classed as Powered transporters. They are very appealing to young people especially, but are you aware of the law surrounding their use together with the risk of being prosecuted?

Did you know?

E-scooters are illegal for use in any public space unless rented as part of a government-approved

Riding an e-scooter on the road is against the law as per the Road Traffic Act of 1988 and the Highway Act of 1835

E-scooters are prohibited from being used on cycle tracks, cycle lanes on roads, or other spaces dedicated to pedal cycle use only

Privately owned e-scooters can only be ridden on private land! Please click link for all the important information you [need](#).

What are edibles?

Edibles are food products that may contain cannabis. There are many forms of edibles, including sweets, gummies, and lollipops. What are the worries? Edibles take between 1-3 hours to have an effect because food is absorbed into the bloodstream through the liver, because it takes longer, the person taking them may end up consuming larger amounts of the drug while thinking the drug is not working. As edibles may look like other products, there is also the risk someone may ingest them without realising they contain drugs - this could include other children in the home.

Displayed side effects may include paranoia, panic attacks, nausea, impaired mobility, hyperactivity, elevated heart rate, hallucinations.

What can you do? Monitoring food packaging/wrappers, looking for wording such as CBD or THC suggesting the items are cannabis oil infused. In an immediate medical emergency call 999. If you are made aware of any social media accounts advertising these items, please report information to the police, school, or Crime Stoppers For support and information, you can go to Talk to Frank by clicking on the link below.

www.talktofrank.com





County Lines Indicators

- Frequently going missing from school, home, or care
- Travelling to locations, being found in different areas
- Unwillingness to explain their whereabouts
- Acquiring unaccountable money, clothes, accessories, or mobile phones
- Receiving excessive texts or phone calls at all hours of the day
- Having multiple mobile phone handsets or sim cards • Withdrawing or having sudden changes in personality, behaviour
- Having relationships with controlling or older individuals and groups
- Unexplained injuries, carrying weapons
- Significant decline in school results or performance • Being isolated from peers or social networks
- Associating with or being interested in gang culture
- Self-harming or having significant changes in mental health (Ministry of Justice, 2019)

[For help and further information on County Lines please click links below for essential parental guidance/advice. Parent information leaflet –County Lines Children's society Guide to County Lines](#)

This new dedicated helpline provides support to both children and adults who have experienced sexual abuse in educational settings or has concerns about someone or the issues raised. Support and advice include how to contact the police and report crimes if they wish. The helpline will also provide support to parents too. More information is available at the dedicated helpline for victims of abuse in schools NSPCC.

[New NSPCC helpline](#)

ParentsProtect



'Parents Protect' have developed a [programme of learning for parents](#), carers and professionals which aims to provide the information needed to define and understand child abuse and sexual exploitation, how to recognise the signs of possible abuse and shows you how to develop a family safety plan and who to talk to if you are concerned.

Their helpline: [0800 1000 900](#)

Safeguarding Network also have an article for schools to take action on [sibling sexual abuse](#).

The Ercall Wood academy Safeguarding Team have been trained to an advanced level on all aspects of safeguarding. The team is available to any student, parent or school staff member to discuss and report any safeguarding concerns.

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The team members are:

SAFEGUARDING TEAM

Ercall Wood Academy
Empowering & Supporting All Learners



Mr Darren Andrews

Designated Safeguard Lead — Assistant Principal

Ercall Wood Academy
Empowering & Supporting All Learners



Ms L Moore

Deputy Designated Safeguard Lead



Mrs L Kelly

Level 2 Safeguarding

Pastoral Lead Year 10



Ms K Athawes

Level 2 Safeguarding

Vice Principal



Mrs J Leese

Level 2 Safeguarding

SEND

Social Media



Just a reminder that Ercall Wood Academy's own official Instagram page, can be found at: @ercallwoodacadmey or, if you don't have an account or the app, can be found here:

<https://instagram.com/ercallwoodacademy?igshid=3lbhes43qi9p>

As always we will be continuing to add communication to the school Twitter account: @ErcallWood

Don't worry if you do not have a twitter account as you can find all the posts on the front of our webpage.



Ercall Wood Academy

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newsletter.

[Unsubscribe](#)