



# HEADTEACHERS OVERVIEW

Welcome back

It has been fantastic to welcome back all of our students and staff into the academy in the first half-term of the academic year. This half term, we have seen the return of all of our wonderful extra-curricular clubs and enrichment activities, where our students have absolutely thrived. They have been involved in Intra and Inter school competitions and events and embraced the many activities on offer.

It has also been lovely to see our students moving around the Academy again, educated outside of year group bubbles and socialising again across year groups.

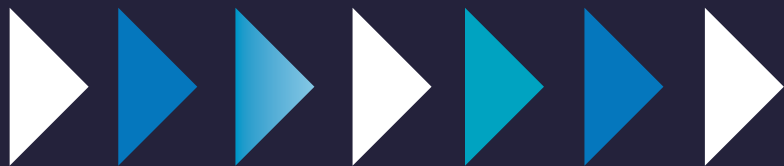
I am extremely proud of our students' resilience and commitment to what has been a unique time in education and I have been so impressed by their positive attitudes to learning and their team spirit for both their peers and their community.

Have a safe and restful half term holiday to all,

Best wishes,

A. Atkinson





# YEAR 7



A huge welcome to all of our Year 7 students. We are so proud of the fantastic start they have all made since September and have high hopes for their futures. Both of us have been visiting the Year 7's during Aspire2be sessions and a plethora of other subjects and are really happy with what we have seen. Our year group are engaged, follow aspire presentation and are making great contributions in the sessions. We have successfully selected our Year Leader and Form Reps (see table below) who we have been meeting with weekly to help improve our school. We want to take this opportunity to remind our year group that we are a safe school and continue to report any problems when they are small, as these will always be dealt with.

## YEAR 7



MISS S BERRY  
YEAR LEADER

[sarah.berry@rca.e-act.org.uk](mailto:sarah.berry@rca.e-act.org.uk)

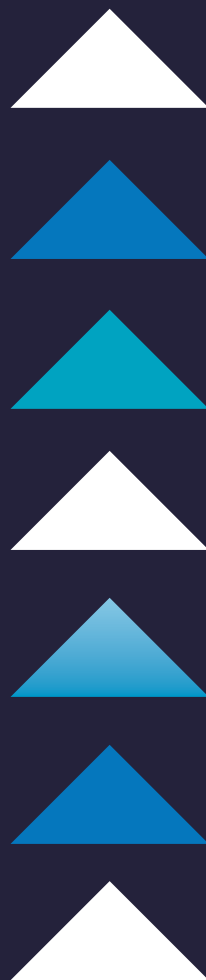


MR M COLLINGE  
PASTORAL LEADER

[Michael.Collinge@E-ACT.org.uk](mailto:Michael.Collinge@E-ACT.org.uk)

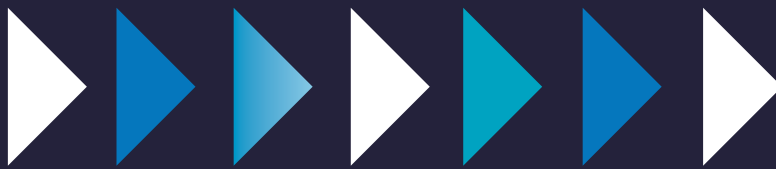
Next term Year 7 will be studying the following:-

- Art:** Can you use and identify the formal elements texture, tone and colour within a piece of artwork?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z9kmhyc>
- DT/ Engineering:** How will you manufacture your design? What tools and equipment will you need to use?  
Additional information to support learning can be found at: <https://www.technologystudent.com/>
- English:** Can I continue to actively discover and explore the novel Oliver Twist, with a focus on: key characters, themes and context? Mastery Writing: Can I develop and improve my knowledge of key grammar skills? Also, can I actively improve my narrative responses in my independent writing pieces?  
Additional information to support learning can be found at: [Grammar - KS3 English - BBC Bitesize Spelling, punctuation and grammar - KS3 English - BBC Bitesize Oliver Twist: Charles Dickens and Oliver Twist Background | SparkNotes](#)
- History:** How did the Normans conquer England?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zshtyrd>
- Music:** What is music production?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zm4ht39/articles/zd9wd6f>
- PE:** What are the fundamental skills in Basketball/Rugby League? What are the key elements to developing an individual Gymnastics routine?  
Additional information to support learning can be found at: <https://www.british-gymnastics.org/> / <https://www.rugby-league.com/> / [gb.basketball](https://www.gb.basketball)
- Science:** How does the particle model explain the properties of solids, liquids and gases?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/zqpv7p3?course=zy22qfr>
- Spanish:** Can I say what is in my school bag and in my classroom?  
Additional information to support learning can be found at: <https://www.linguascope.com/>



### EXTRA CURRICULUM

- Art:** <https://www.tate.org.uk/> <https://www.nationalgallery.org.uk/> <https://www.npg.org.uk/> <https://vangoghexpo.com/>
- DT/ Engineering:** <https://designmuseum.org/>
- History:** Pupils could visit the excellent Greater Manchester Police Museum which is in Northern Quarter Manchester or they can virtually tour on this website <https://gmpmuseum.co.uk/>
- Music:** <https://www.bbc.co.uk/programmes/articles/Ps7Vc33jP5tx3yDbnfTH4c/find-out-which-songs-inspired-our-even-more-music-month-live-lounge-artists>
- PE:** The National Football Museum in Manchester
- Science :** <https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body>
- Spanish :** <https://welcomecanaryislands.com/?pagename=virtual-tour-canary-islands>



# YEAR 8



## YEAR 8

[paul.prendergast@rca.e-act.org.uk](mailto:paul.prendergast@rca.e-act.org.uk) [helen.rourke@rca.e-act.org.uk](mailto:helen.rourke@rca.e-act.org.uk)

First of all, Miss Rourke and I would like to congratulate Year 8 on a successful start to the Academy Year. As we approach the end of our first half-term back in school, it has been brilliant to see all students return to following their normal timetables and moving around school; engaging in an exciting and varied curriculum. It was great to meet so many parents at the Parent Partnership Evening in September. Throughout our year group the sense of co-operation is clear to see. During half-term two students will receive their PPR 1 Report that will inform all stakeholders of the progress that has been made so far. It has been a pleasure to be in your lessons and see the excellent attitude learning being displayed by you all. We are pleased to announce our Year 8 Leadership Team and big congratulations go to Billy M, Abby M and Dawood M. Remember our focus as a Year Group Be Kind to each other, do something each day that makes someone smile! Mr Prendergast and Miss Rourke

Next term Year 8 will be studying the following:-

- Art:** Can you use and identify the formal elements texture, tone and colour within a piece of artwork?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z9knhyc>
- DT/ Engineering:** How will you manufacture your design? What tools and equipment will you need to use?  
Additional information to support learning can be found at: <https://www.technologystudent.com/>
- English:** Can I continue to actively discover and explore Sherlock Holmes, with a focus on: key characters, themes and context? Mastery Writing: Can I develop and improve my knowledge of key grammar skills? Also, can I actively improve my narrative responses in my independent writing pieces?  
Additional information to support learning can be found at: Grammar - KS3 English - BBC Bitesize Spelling, punctuation and grammar - KS3 English - BBC Bitesize Sherlock Holmes Facts for Kids ([kiddle.co](http://kiddle.co))
- History:** Why did the English fight the English?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zk4cwmn>
- Music:** What are graphic scores?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zcbkxj6/articles/z6bsy4j>
- PE:** How do we further develop our skills in Basketball and Rugby as well as developing some tactical awareness? How do we advance our travel and balance moves to form a group sequence.  
Additional information to support learning can be found at: <https://www.british-gymnastics.org/> / <https://www.rugby-league.com/> / [gb.basketball](http://gb.basketball)
- Science:** How are different types of rocks on our planet formed? How can we calculate and compare the speed of different objects?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zwwmxnb/revision/1>
- Spanish:** Can I describe the rooms of my house?  
Additional information to support learning can be found at: <https://www.linguascope.com/>



### EXTRA CURRICULUM

**Art:** <https://www.tate.org.uk/> <https://www.nationalgallery.org.uk/> <https://www.npg.org.uk/> <https://vangoghexpo.com/>

**DT/ Engineering:** <https://designmuseum.org/>

**History:** Pupils could visit the excellent Greater Manchester Police Museum which is in Northern Quarter Manchester or they can virtually tour on this website <https://gmpmuseum.co.uk/>

**Music:** <https://www.bbc.co.uk/programmes/articles/Ps7Vc33jP5tx3yDbnFTH4c/find-out-which-songs-inspired-our-even-more-music-month-live-lounge-artists>

**PE:** The National Football Museum in Manchester

**Science :** <https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body>

**Spanish :** <https://welcomecanaryislands.com/?pagename=virtual-tour-canary-islands>

# YEAR 9



MS S CAVANAGH  
YEAR LEADER



MRS SHERWOOD  
PASTORAL LEADER

## YEAR 9

[sarah.cavanagh@rca.e-act.org.uk](mailto:sarah.cavanagh@rca.e-act.org.uk) [sean.sherwood@rca.e-act.org.uk](mailto:sean.sherwood@rca.e-act.org.uk)

Next term Year 9 will be studying the following:-

- Art:** Can you use and identify the formal elements texture, tone and colour within a piece of artwork?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z9kmhyc>
- DT/ Engineering:** How will you manufacture your design? What tools and equipment will you need to use?  
Additional information to support learning can be found at: <https://www.technologystudent.com/>
- English:** Can I continue to actively discover and explore the novel Jane Eyre, with a focus on: key characters, themes and context? Mastery Writing: Can I develop and improve my knowledge of key grammar skills? Also, can I actively improve my narrative responses in my independent writing pieces?  
Additional information to support learning can be found at: [Grammar - KS3 English - BBC Bitesize Spelling, punctuation and grammar - KS3 English - BBC Bitesize Jane Eyre: Key Facts | SparkNotes](#)
- History:** How did people experience WWI?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z4crd2p>
- Music:** What is music production?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zm4ht39/articles/zd9wd6f>
- PE:** How do we further develop our skills in gymnastics and Rugby as well as developing some tactical awareness? How do we advance our travel and balance moves to form a group sequence.  
Additional information to support learning can be found at: <https://www.british-gymnastics.org/> <https://www.rugby-league.com/> [gb.basketball](https://www.gb.basketball)
- Science:** What are the practical applications of ultrasound and how do microphones and loudspeakers work? Why do some species become extinct whilst others can adapt to their environment?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/4>  
<https://www.bbc.co.uk/bitesize/topics/zpffr82>
- Spanish:** Can I say what I like and don't like to eat for different meals and describe a past meal out?  
Additional information to support learning can be found at: <https://www.linguascope.com/>

Well done to Year 9 students on a great start to this academic year. We have had a great start to our football season with a fabulous 9-1 win against The Radclyffe School. Umar scored a huge 5 goals, with Charlie A scoring another 2, a goal from Alfie H and a final goal from Mackai. A special well done to Lillie Earle, who has had 2 poems published this month. What an excellent achievement! We are looking forward to reading her next one. Thank you to all our year 9 Form reps for supporting with student voice and working as a team to help all our year 9 students. Congratulations to our 3 nominated Year 9 leaders, Aimee B, Anjola Aand Abid Hu. Good luck in your new role.



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**Art:** <https://www.tate.org.uk/> <https://www.nationalgallery.org.uk/> <https://www.npg.org.uk/> <https://vangoghexpo.com/>

**DT/ Engineering:** <https://designmuseum.org/>

**History:** Pupils could visit the excellent Greater Manchester Police Museum which is in Northern Quarter Manchester or they can virtually tour on this website <https://gmpmuseum.co.uk/>

**Music:** <https://www.bbc.co.uk/programmes/articles/Ps7Vc33jP5tx3yDbnfTH4c/find-out-which-songs-inspired-our-even-more-music-month-live-lounge-artists>

**PE:** The National Football Museum in Manchester

**Science :** <https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body>

**Spanish :** <https://welcomecanaryislands.com/?pagename=virtual-tour-canary-islands>

# YEAR 10



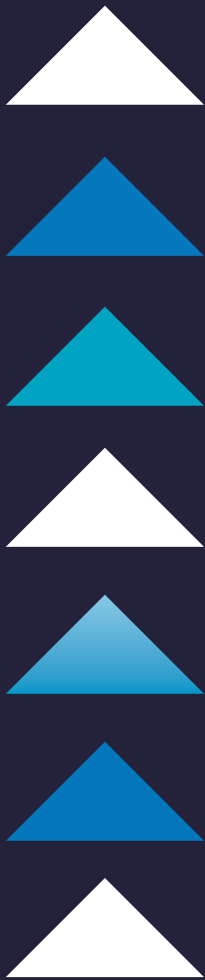
## YEAR 10

[lauren.wild@rca.e-act.org.uk](mailto:lauren.wild@rca.e-act.org.uk)   [jane.waterhouse@rca.e-act.org.uk](mailto:jane.waterhouse@rca.e-act.org.uk)

Next term Year 10 will be studying the following:-

- Art:** Can you research and investigate artists and relevant sources to develop your own ideas around the theme of 'Out of Place Portraits?'  
Additional information to support learning can be found at: <https://www.art2day.co.uk/drawing.html>
- Child Care:** What are the responsibilities of a child care practitioner?  
Additional information to support learning can be found at: <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/social-care/working-with-children>
- DT/ Engineering:** How do you explore engineering skills through the design process?  
Additional information to support learning can be found at: <https://www.pearsonactivelearn.com/app/Home> Engineering have log in details to access this resource
- English:** Can I critically analyse and develop my own independent response to the novella A Christmas Carol? In particular, can I develop my knowledge of the key plot points, characters and Dickens' intentions for writing the novella?  
Additional information to support learning can be found at: [A Christmas Carol - GCSE English Literature Revision - BBC Bitesize GCSE English Language - AQA - BBC Bitesizeset](#)
- History:** How far did Crime and Punishment change in Britain 1000- 2021?  
Additional information to support learning can be found at: <https://senecalarning.com/en-GB/>
- Music:** What are jobs in the music industry - recording and performing? Can I write a melody?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/z7n2qp3>  
<https://www.bbc.co.uk/bitesize/tags/zdg8f4j/jobs-that-use-music/1>
- PE:** Sport Studies - How do we effectively plan a sports activity session, Dance - What are the key movements in a range of Dance styles  
Additional information to support learning can be found at: n/a
- Psychology:** What are the influences on group behaviour?  
Additional information to support learning can be found at: n/a
- Science:** How cells, tissues and organs organised to make different organ systems? How can we relate the bonding in substances to their properties?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zwj22nb>  
<https://www.bbc.co.uk/bitesize/topics/z33rrwx>
- Sociology:** How does culture affect gender and identity?  
Additional information to support learning can be found at: n/a
- Spanish:** Can I describe a past holiday?  
Additional information to support learning can be found at: <https://classroom.thenational.academy/units/holidays-and-travel-5cf6>

We have had a steady start to Year 10. The students have settled in well with their chosen subjects and we have seen some spectacular work. The majority of our students have demonstrated our key values: honesty, excellence and aspiration in everything they do around school. A polite reminder about attendance and punctuality, please make sure you arrive to school and all lessons on time. We want to ensure that your learning is not impacted. Also, a massive well done to all the students that have received superstar nominations, Year 10 are currently top of the leaderboard!



### EXTRA CURRICULUM

- Art:** <https://www.tate.org.uk/> <https://www.nationalgallery.org.uk/> <https://www.npg.org.uk/>  
<https://vangoghexpo.com/>
- DT/ Engineering:** <https://designmuseum.org/>
- History:** Pupils could visit the excellent Greater Manchester Police Museum which is in Northern Quarter Manchester or they can virtually tour on this website <https://gmpmuseum.co.uk/>
- Music:** <https://www.bbc.co.uk/programmes/articles/Ps7Vc33jP5tx3yDbnfTH4c/find-out-which-songs-inspired-our-even-more-music-month-live-lounge-artists>
- PE:** The National Football Museum in Manchester
- Science :** <https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body>
- Spanish :** <https://welcomecanaryislands.com/?pagename=virtual-tour-canary-islands>

# YEAR 11



MR. M. OLSEN  
YEAR LEADER

[michael.olsen@rca.e-act.org.uk](mailto:michael.olsen@rca.e-act.org.uk)



MRS D REED  
PASTORAL LEADER

[Dawn.Reed@E-ACT.org.uk](mailto:Dawn.Reed@E-ACT.org.uk)

## YEAR 11

Next term Year 11 will be studying the following:-

- Art:** Can you research and investigate artists and relevant sources to develop your own ideas around your chosen theme?  
Additional information to support learning can be found at:  
Can you research and investigate artists and relevant sources to develop your own ideas around your chosen theme?
- Child Care:** How do routines promote the health, safety and well-being of a child?  
Additional information to support learning can be found at:  
<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-care-routines>
- DT/ Engineering:** How do you plan the manufacture and safely reproduce/inspect/test a given engineered component?  
Additional information to support learning can be found at:  
<https://www.pearsonactivelearn.com/app/Home> Engineering have log in details to access this resource
- English:** Can I critically analyse and develop my own independent response to the play Macbeth? In particular, can I develop my knowledge of the key plot points, characters and Shakespeare's intentions for writing the play? During our intervention time, can I continue to develop my English language skills and build up my exam resilience?  
Additional information to support learning can be found at:  
GCSE English Language - AQA - BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zgq3dmm>
- History:** How much progress was made by the Civil Rights Movement in USA 1954-75?  
Additional information to support learning can be found at:  
<https://senecalearning.com/en-GB/>
- Music:** Can I improve my performing skills? Can I compose a full piece of music? Can I create a music product?  
Additional information to support learning can be found at:  
<https://www.bbc.co.uk/bitesize/tags/zdg8f4j/jobs-that-use-music/1> <https://www.bbc.co.uk/bitesize/guides/zqb4gdm/revision/4> <https://www.bbc.co.uk/bitesize/guides/zr7y7nb/revision/5>
- PE:** Sport Studies - What are the key values promoted within sport? // // Dance - How do we identify the main strengths and weaknesses within a Dance performance?  
Additional information to support learning can be found at:  
n/a
- Psychology:** What are the causes and treatments for addiction?  
Additional information to support learning can be found at:  
<http://www.talktofrank.com/>
- Science:** What factors can we change to increase the rate of a chemical reaction? How does our body maintain a constant internal environment?  
Additional information to support learning can be found at:  
<https://www.bbc.co.uk/bitesize/guides/zpkp7p3/revision/1>  
<https://www.bbc.co.uk/bitesize/topics/zyybb82>
- Sociology:** What are the problems with official statistics on crime?  
Additional information to support learning can be found at:  
n/a
- Spanish:** Can I describe a trip to a city?  
Additional information to support learning can be found at:  
<https://classroom.thenational.academy/units/town-and-local-area-e362>

Year 11 have worked very hard this half term and have sat core assessments in the sports hall. We are very proud of the way that they have returned to school after a difficult couple of years. The Year 11 team would like to congratulate those students who have won star of the week rewards and all of the reward winners for this half term.



### EXTRA CURRICULUM

**Art:**  
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<https://vangoghexpo.com/>

**DT/ Engineering:**  
<https://designmuseum.org/>

**History:**  
Pupils could visit the excellent Greater Manchester Police Museum which is in Northern Quarter Manchester or they can virtually tour on this website <https://gmpmuseum.co.uk/>

**Music:**  
<https://www.bbc.co.uk/programmes/articles/Ps7Vc33jP5tx3yDbnfTH4c/find-out-which-songs-inspired-our-even-more-music-month-live-lounge-artists>

**PE:**  
The National Football Museum in Manchester

**Science :**  
<https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body>

**Spanish :**  
<https://welcomecanaryislands.com/?pagename=virtual-tour-canary-islands>

# The Hub

## What's happening at E-Act Royton and Crompton Community Hub

### **Send Coffee Mornings:**

**Every Thursday 0915-1030am**

We have had a great response from our SEND parents, who meet up every Thursday morning. It has given them the chance to talk openly with other parents about their experiences and meet with members of the SEND team. One parent stated; "I'm so glad he came here, he's so happy!"

Please feel welcome to come to our SEND 'Afternoon Tea' which will be held on the last Thursday of each half term.



### **Green Fingers:**

**Every Friday 10.00 -11.00am**

We have 2 huge amazing gardens at the community hub. We have planters and flower beds in desperate need of some 'tender loving care!' I'm a dab-hand at digging, cutting, sawing and cutting the lawn but I am not ashamed to ask for help with the finer details it would be fantastic to get help from those who would like to show their skills.



### **Adult literacy/Numeracy + EAL sessions:**

**Tuesdays 12.30 -1.30pm**

If you would like to improve your literacy / numeracy skills, please come and discuss with us how we can help. We can help with everyone from those individuals who are new to the country to online certification for those wanting to move on to bigger things. Whatever it is you need, we're more than happy to help!



### **Armed Forces Coffee Morning:**

**Wednesdays 1030-11.30am**

I am asking for all veterans, serving or families to come and have a brew. Have a catch-up, give or get advice with any matters or concerns. The Academy has a new Combined Army Cadet Force [CCF] and we are looking to enhance our links with the local community.



### **Supporting each other:**

We have food and clothes bank every Monday 0900-1100am and Fridays on request. At times, we can even do drop offs. We don't want any of these kind donations to go to waste so please use the link on the website to help us prevent waste of foodstuffs given by top local stores and partners.



At E-Act Royton and Crompton Academy, we are determined to give our pupils, families and local community the best support we possibly can. Please get in touch, come along and tell us what you desire. Please use the links below: -

**Email: [rca.communityhub@e-act.org.uk](mailto:rca.communityhub@e-act.org.uk)**

**Mobile: 073950605257**

**Adrian Nuttall**

**[Civic Lead]**





# Careers



**POSITIVE STEPS**  
SUPPORT | CHALLENGE | CHANGE



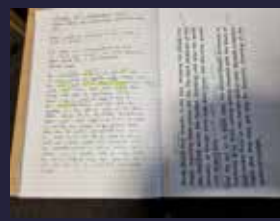
The **Positive Steps** Career Adviser in school is Andy Lord, who provides independent and impartial career information, advice, and guidance to support years 9, 10, and 11 in making informed and appropriate decisions about their futures. Andy is in school every Monday, Thursday, and Friday and the careers office is at the rear of the school library.

Every child is offered a face-to-face careers guidance appointment in year 10/11 and other year groups are supported in a variety of ways including: assemblies, lessons, or lunchtime Future Friday events. In addition to scheduled activities young people or their parents are free to self-refer via the Head of Year or by using the following contact methods:

**Andrew Lord** | Positive Steps Career Adviser - Royton and Crompton E-act Academy  
main: 0161 621 9300 | direct: 0161 621 9371 | mobile: 07747 231421  
email: [andrewlord@positive-steps.org.uk](mailto:andrewlord@positive-steps.org.uk)

Positive Steps is a registered charity that provides career guidance services in Oldham, Rochdale, and Tameside. We also provide an Employment & Skills Service and a range of other support services for young people, adults, and families.

# English



KS3: What we will be working on in half term 2

Year 7: Can I continue to actively discover and explore the novel *Oliver Twist*, with a focus on: key characters, themes and context? Mastery Writing: Can I develop and improve my knowledge of key grammar skills? Also, can I actively improve my narrative responses in my independent writing pieces?

Year 8: Can I continue to actively discover and explore *Sherlock Holmes*, with a focus on: key characters, themes and context? Mastery Writing: Can I develop and improve my knowledge of key grammar skills? Also, can I actively improve my narrative responses in my independent writing pieces?

Year 9: Can I continue to actively discover and explore the novel *Jane Eyre*, with a focus on: key characters, themes and context? Mastery Writing: Can I develop and improve my knowledge of key grammar skills? Also, can I actively improve my narrative responses in my independent writing pieces?

Year 7	Links to useful websites Spelling, punctuation and grammar - KS3 English - BBC Bitesize <i>Oliver Twist</i> : Charles Dickens and <i>Oliver Twist</i> Background   SparkNotes Grammar - KS3 English - BBC Bitesize
8	Spelling, punctuation and grammar - KS3 English - BBC Bitesize <i>Sherlock Holmes</i> Facts for Kids (kiddle.co) Grammar - KS3 English - BBC Bitesize
9	Spelling, punctuation and grammar - KS3 English - BBC Bitesize <i>Jane Eyre</i> : Key Facts   SparkNotes Grammar - KS3 English - BBC Bitesize

KS4: What we will be working on in half term 2

Year 10: Can I critically analyse and develop my own independent response to the novella *A Christmas Carol*? In particular, can I develop my knowledge of the key plot points, characters and Dickens' intentions for writing the novella?

Year 11: Can I critically analyse and develop my own independent response to the play *Macbeth*? In particular, can I develop my knowledge of the key plot points, characters and Shakespeare's intentions for writing the play? During our intervention time, can I continue to develop my English language skills and build up my exam resilience?

Year 10	Links <i>A Christmas Carol</i> - GCSE English Literature Revision - BBC Bitesize GCSE English Language - AQA - BBC Bitesize
11	GCSE English Language - AQA - BBC Bitesize <i>Macbeth</i> - GCSE English Literature Revision - AQA - BBC Bitesize

English last half term in English: We have been involved in a number of exciting tasks and events in English this half term. Thanks to the changes in Covid restrictions we are now able to open our Academy Library. In light of this, all KS3 English classes have taken part in a Library induction session. All the students now know how to navigate the Library in order to find the books they require, and how to borrow books from the Library if they wish. We have also been involved in an English Big Write Week. During this week, we explored the sad and distressing plight of refugees and the hardships they face. The students produced a piece of descriptive writing as a refugee, capturing the raw emotions and feelings in the pieces of extended writing. Next half term, we are looking forward to our Year 11 trip to London. Look out for deals of this in our next update!

# Maths

-Year 7:

Proportions in Play: Can I apply proportional reasoning to everyday contexts and problems?

- Multiply/Divide Fractions
- Formal Division methods to manipulate proportions
- Using correct notation to find unknown proportions
- Ratio: Dividing amount into ratios
- Using ratio to convert, simplify and apply to scales and units
- Compare parts with a whole

Year 8:

Proportions in Play: Can I apply proportional reasoning to convert measures?

- Time
- Conversion of Measure
- Compound Measures
- Best Buys
- Proportions as fraction
- Enlargement and scale factors

Year 9:

Proportions in Play: Can I apply algebraic manipulation to calculate unknown values?

- Solving equations
- Expanding brackets
- Factorisation
- Algebraic fractions
- Combination of Transformations

Year 10:

- Index Laws, Reciprocals and roots.
- Bidmas and rearranging equations
- Algebra: Expressions
- Algebra: Inequalities
- Sequences
- Quadratics
- Simultaneous Equations

Year 11:

- Solving equations
- Plotting Linear Graphs:
- Angles in Parallel Lines
- Expanding Quadratic Expressions
- Box Plots
- Probability
- Factorising Quadratics
- Scatter graphs
- Area of a circle
- Cumulative Frequency
- Volume
- Equation of a line
- Compound Measures
- Direct and Indirect proportions
- Reflection
- Rearranging the formula/Changing the subject
- Vectors
- Sequences linear



# Science

After the disruption that Covid-19 brought to our science lessons, we have all been very excited to get back to carrying out practical work with our students both in lesson and as part of Mr Bland's after school science club. Some of the practical work that we have carried out include:



Year 7 students have been using microscopes in their lessons to look at cells in more detail.

Year 8 and Year 9 students have been catching up with Big Idea 5 – Reactions. They have been using indicators to identify substances as acids or alkalis. They have also looked at how more reactive metals can displace a less reactive metal.



Year 10 students have been studying the Principles of Organisation as part of their Biology Topic. As part of this, some students have dissected a heart to be able to see for themselves the four different chambers. They have also investigated the effect of pH or temperature on the action of enzymes.



Year 11 pupils have been studying Forces and Infection and Response. They have looked at contact and non-contact forces such as the magnetic force seen with the globe in the picture below.

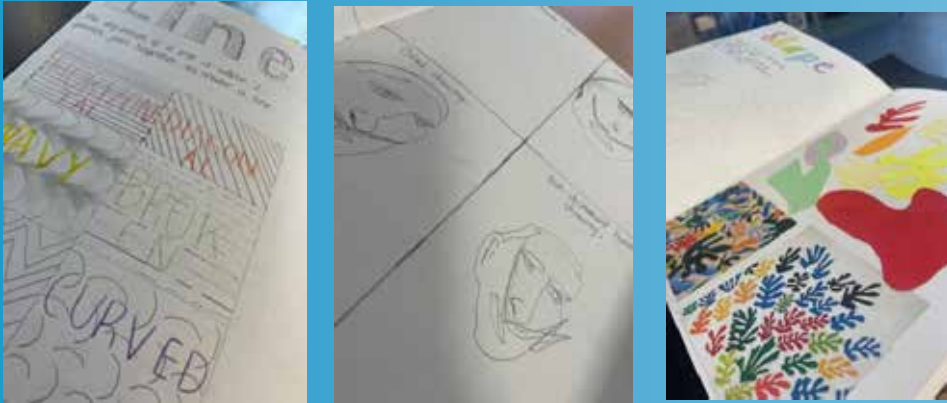


# Art

## HT1 Art Newsletter

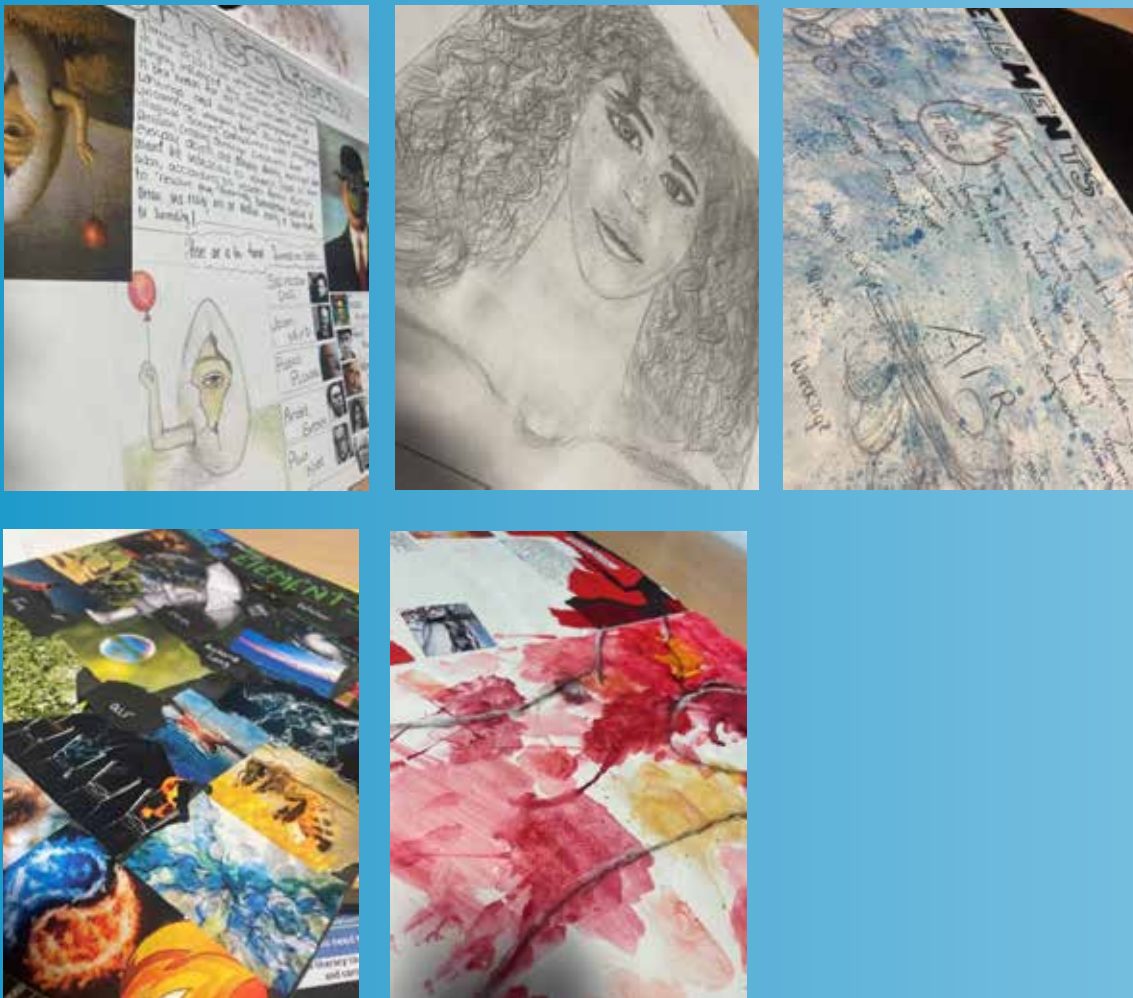
KS3

All KS3 students have been working through a project based around the formal elements line, shape, tone, texture, colour and pattern. So far students have looked at what line is and how it is used by artists, designers and crafts people in an experimental way. They have also begun their investigation into shape, using paper collaging techniques to create an outcome inspired by Henri Matisse.



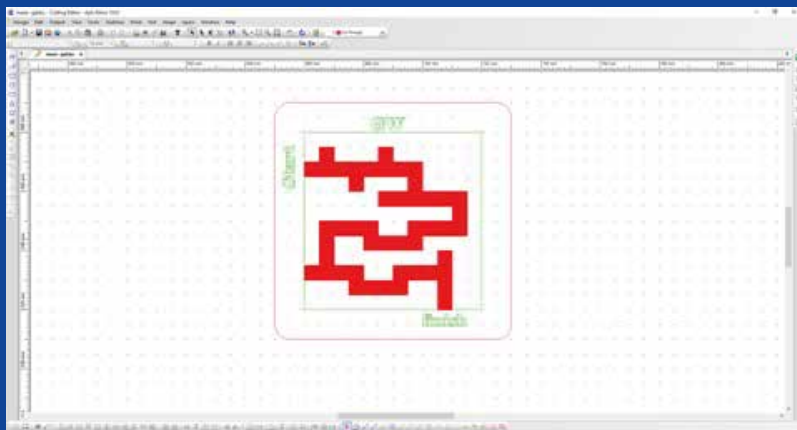
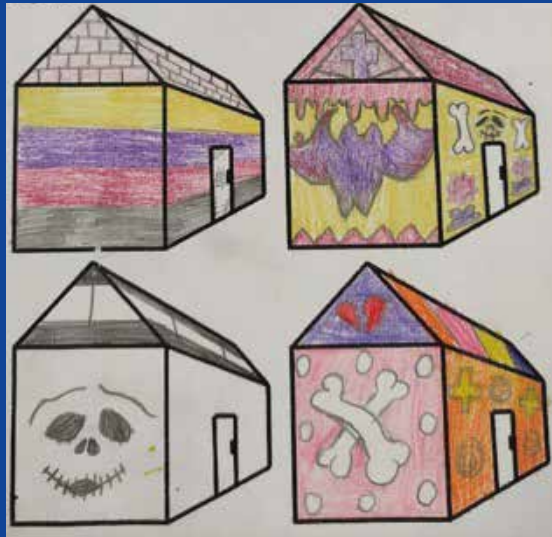
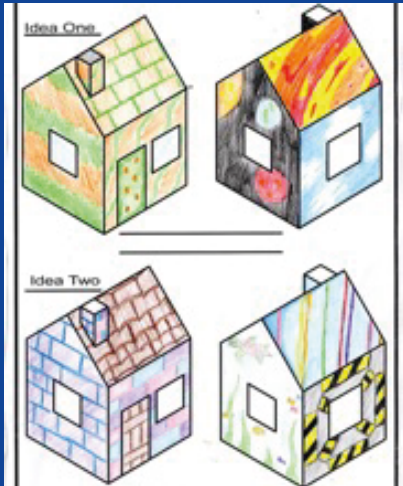
KS4

Ks4 students have been working through their GCSE projects, developing their coursework with a focus on assessment objective 1. Whilst year 10 students have been researching their new theme of 'Surrealist Portraits', year 11 art students have begun their first independent project, investigating related sources as they begin to develop their own creative ideas.



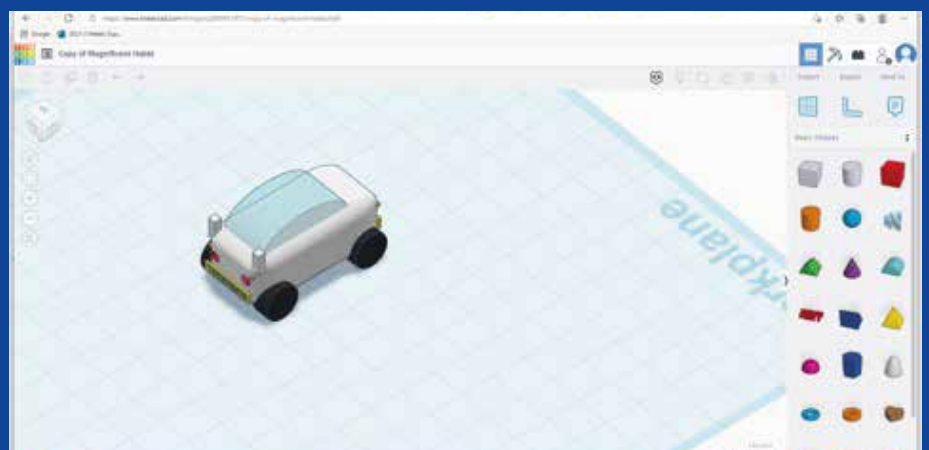
# Des Tech

Students throughout Key Stage 3 have been working through the Design process using both paper-based and CAD methods for their respective projects. We are looking forward to seeing these designs progress into physical products in the Manufacturing stage next half term.



## Engineering

Y10's have made a fantastic start to the course and are currently working on a CAD based unit, in particular getting to grips with 3D software which they will need to use to create a fully dimensioned representation of their final design for the controlled assessment. They have been working with TinkerCAD and are now working with a more complex CAD program called Onshape.



# Geography

Year 7 have been studying map skills; including learning about the British Isles; oceans and continents; and important map skills such as longitude and latitude; compass and scale skills. They have learnt about human and physical maps of different places and can use an atlas to find and discover about the world around them.

Year 8 have been studying tectonic hazards. Students now understand how the earth is formed, its structure, how magma can shape and change our planet through the process of continental drift and the earth's plate boundaries and how earthquakes are formed and their impacts.

Year 9 have been learning about the important and very topical subject of climate change. Students have learnt how we can prove that climate change is happening, what the human and natural causes of climate change are and how our human and natural planet may be affected in the future.

Year 10 have started their GCSE Geography course focusing on various natural hazards. Students have learnt about the earth's structure and tectonic plate theory and how this links to tectonic hazards. Students have focused on weather hazards and how such hazards can have social and economic consequences. We have studied how earthquakes in rich and poor countries can hold different consequences and how we can plan and prepare to keep people safe from such disasters.

Year 11 are completing their Paper 1 content and are studying River Landscapes. This physical Geography topic covers key features and landforms within a drainage basin, key processes involved which helps the water to shape the land, and how we can prepare, manage and reduce the impact of flooding in various parts of the UK.

Getting ready for Iceland 2022:

We are excited to be close to 100 days away from our second incredible trip to Iceland, following the hugely successful and memorable trip we held in February 2020 for our Year 11 GCSE Geography students. We can't wait to go back! 30 of our Year 11 GCSE Geography and 4 teaching staff will fly to and explore this incredible country, known as 'The Land of Ice and Fire'. Here are some of the incredible things we will be getting up to:

Day 1: After arriving in Iceland, we will embark on the Reykjanes Peninsular Tour. We will travel to the amazing Blue Lagoon with free time to relax in the mineral rich waters of this man-made geothermal phenomenon.

Day 2: Today we will have the chance to explore the North American and Eurasian tectonic plate boundary in Pingvellar, the triple-drop Gullfoss waterfalls, geothermal power and the original Geysirson a guided 'Golden Circle' day tour. We will then enjoy a three-hour Lava Caving session during the tour. The Geothermal centre, bread and egg boiling demonstrations will also take place today.

Day 3: The guided 'South Shore' adventure today will allow students to explore natural hazards with the recently erupted Eyjafjallajokull Volcano, two magnificent waterfalls (Skogarand Seljalandsfoss), visit the Solheimajokull Glacier and see the fascinating Dyrholaeyrock formations.

Day 4: Today you will have free time to explore the city of Reykjavik before our flight back to the UK.

We look forward to welcoming parents/carers and our geography students into school for an information evening next term. Iceland, here we come!



# History



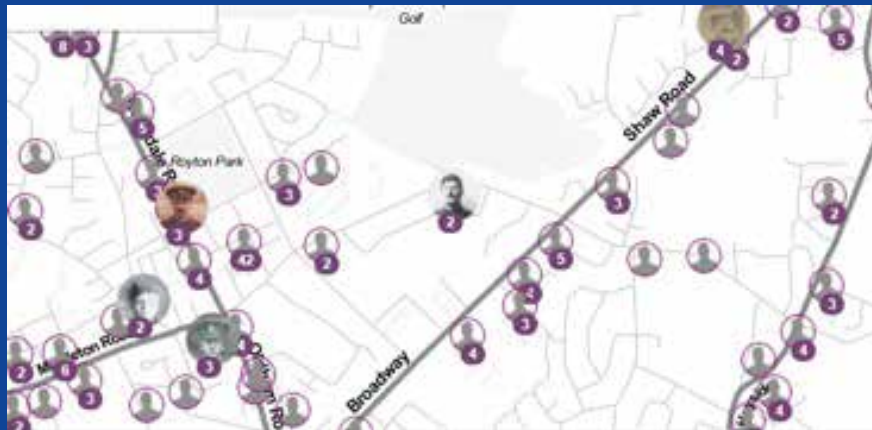
Miss Kenney and Miss Burns.

The History department has grown this year and we are really excited to be joined by Miss Kenney and Miss Burns.

KS4 -We were very happy to welcome back our Year 11 Historians who are showing resilience in their learning and working really hard. We have been very pleased by their attitude; and they are now working hard to be successful in their upcoming mock exam.

Year 10 have made a great start to the GCSE History course. They are very busy learning how crime and punishment change over time. Ask your child about trial by ordeal and the punishment of Guy Fawkes for an insight into what they have been learning.

KS3- Year 7 have been investigating life on Anglo- Saxon England and have displayed great knowledge on this. Ask them to explain this to you. I am sure you will be as impressed as we are with their knowledge. Year 8 have been investigating whether the gunpowder plotters were framed and have delivered very convincing arguments on this. Year 9 have been studying why WWI broke out and are currently investigating our local history and family history in WWI. We have been absolutely thrilled to hear some of our connections to WWI and are excited to see the display Year 9 create for Remembrance Day. If you would like to investigate the local history of your street in WWI you can use this website A Street Near You - exploring the local legacy of the First World War Here is an image of the soldiers in Royton who fought in WWI.



History recommended websites:

GCSE History by Clever Lili- An AMAZING website designed by a past History GCSE student to support other students <https://members.gcsepod.com/login>- series of short video clips matched up to the GCSE specification

Free Homework & Revision for A Level, GCSE, KS3 & KS2 ([senecalearning.com](http://senecalearning.com)) - A brilliant resource with fun videos and questions to check understanding

History - BBC Bitesize- A comprehensive overview for all topics and key stages.

Recommended \*History films to enjoy and extend knowledge:

Year 9- Jo Jo Rabbit – an interesting look at life for children in Nazi Germany

Year 10 and 11

Remember the Titans- Civil Rights

Selma- Civil Rights

The Help – Civil Rights

Elizabeth- Elizabeth I



# Music

With our return to the music classrooms this year, students have been enjoying using the musical instruments and composing software.

Year 7

Students have been learning about who Beethoven was, why he is so famous and learning to play one of his most famous melodies 'Ode to Joy' on the keyboards.

Year 8

Students have been learning about Beethoven, when he lived and died and what kind of music he composed. They have been learning to play one of his most famous piano pieces 'Für Elise' using the keyboards.

Year 9

Students have been learning about music from different places and cultures. Some have been learning about Blues music and how to play the famous 12 bar blues progression with a walking bass and some have been learning about Reggae music, its link to the Rastafarian religion and about the music of Bob Marley including learning to play the riff and melody from '3 Little Birds'.

Year 10

Students have been learning about major chords and scales, minor chords, reading and writing notes using the treble clef. They have started to use this information to create their own piece of music using the Bandlab Education online composing software.

Year 11

Students have been further developing their performance skills, selecting 2 pieces for their final performance in early 2022. Students have also been composing a second piece of music and are learning to use a new composing tool called Bandlab Education which is an online sequencing software.

Extra-curricular

Students now have the opportunity to attend 2 musical activities. After over a year without extra-curricular this is very exciting and many students have already taken up this opportunity!

Tuesdays 3.15-4pm is keyboard and computer music club where students can practise they keyboard, learn new pieces and receive support from Mrs Mulgrew. They can also start to learn to use the composing online software 'Bandlab Education' and experiment with the sounds and loops it contains.

Thursdays 3.15 -4pm is vocal group and students who enjoy singing can come along to sing as part of a group and develop their vocal skills. We will be rehearsing for the forthcoming winter show.

Winter Show – date for your diary

Wednesday 15th December 6.30pm – Theatre

More details to follow! Look out for the posters, messages and tweets.

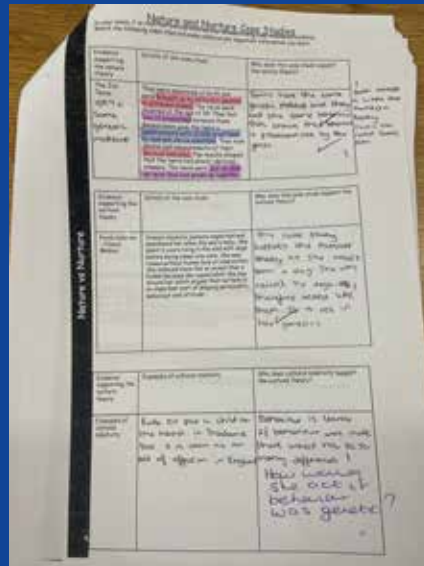
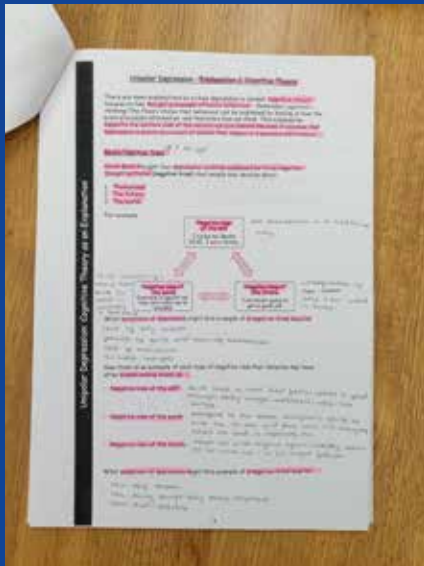


# Psychology

The pupils are enjoying learning about how individuals develop Depression. They've been studying the cognitive explanation (picture attached) and the genetic explanation. They've also been looking at the symptoms, explanations and treatments of both Depression and Addiction.

# Sociology

Year 10 Sociology students have really enjoyed discovering the theories of how humans learn their behaviour. They have looked at opposing theories to understand the nature/ nurture debate and were particularly enthused by the true case studies of The Jim Twins and Oxana Malaya. Ask your son/daughter to tell you about these two fascinating cases of human behaviour!



# PE

## KS3 PE:

Depending on which group they are assigned, students have been involved in Basketball, Rugby or Gymnastics. Students have been focusing on the curriculum's two key concept areas which underpins all lessons. This is a focus on the development of both their physical and leadership skills. Units this half term will cross over into next half term where students will then be assessed on the key knowledge they have acquired so far.

It has been brilliant to now be able to participate in after-school sport. There has been a fantastic turnout throughout the week for all of our extra - curricular clubs. Trials have also taken place for certain teams, which were also greatly attended. 87 Students attended our Year 7 Football trials, which was a great highlight within the half term.

Fixtures within Year groups have been arranged seeing the Academy pick up some very positive results especially within the Boys Football teams. Some of our Year 7 Boys squad were also able to take a trip to Manchester United's old training ground, 'The Cliff' where they took part in a Manchester United Foundation tournament. Our Year 11 Boy's squad also took part in their first Manchester United Hub tournament which took place at a neighbouring school. This was a fantastic experience for both groups with lots more Manchester United Hub tournaments planned. Girls football this half term has also made a really successful start with fantastic numbers present on a Friday after school. Girls league fixtures will start this half-term along with tournaments for Boys and Girls Handball and Senior Boys Basketball.

## PE SUPERSTARS

<u>Student</u>	<u>Reason/comment for their award</u>
J Fearon	Good effort throughout each Basketball lessons.
T J Fitton	Outstanding leadership skills. 100% effort in all rugby lessons
M Broadbent	Amazing leadership skills and advanced knowledge of Rugby.
A Burgess	Positive attitude to learning, excellent leadership skills.
L Slack	Positive attitude to learning, showing promise in leadership roles.
M Rahman	Positive attitude to learning, 100% effort every lesson.
N Eyres	Fantastic effort and contributions in Gymnastics.
R Williams	Positive attitude and good progress made in basketball.
I Holtom	Demonstrating excellent qualities in Gymnastics using extension, flow and body control.



# RE

## Religious Education

As we start the new academic year, we welcome Miss Baron to our Religious Education team.

### Key Stage 3

All students in KS3 receive one hour of religious education per week and have been delving deep into the concepts of worldviews and ethics.

Year 7 have been looking at the main world religions and atheism and they have been learning about the place religion has in the world today. With almost 90% of the worlds population following some form of religion students have looked at the idea of faith and worldviews. Year 8 have considered faith outside of religion as they have learned about the beliefs and values of Humanism. Year 9 have completed the first half of a unit on ethics with a focus on sanctity of life and medical ethics. Next term, they will use this knowledge to learn about religious and non-religious views on abortion, euthanasia and capital punishment.

### Coming up next:

Year 7 – Judaism: Key beliefs and practices.

Year 8 – Do we need to prove Gods existence?

Year 9 – Does life belong to God?

### GCSE

Students in Y10 and Y11 have being focusing on units from the Philosophy and Ethics component. Relationships, marriage, divorce, same-sex relationships and women in religion have all been studied from Christian, Muslim and non-religious perspectives.

### Coming up next:

Year 10 – Issues of Human Rights

Year 11 – Christian Beliefs

### Life Skills

Life Skills is one strand of our personal development program for students and incorporates relationships and sex education, health and wellbeing, citizenship, careers and finance.

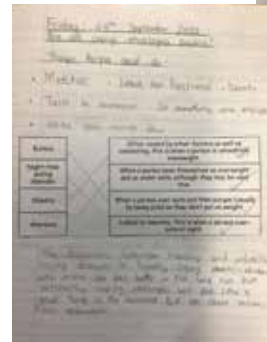
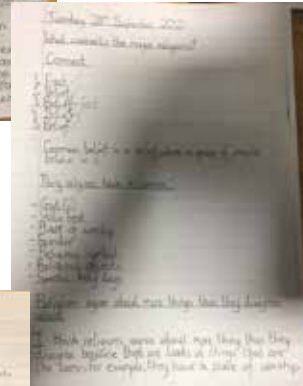
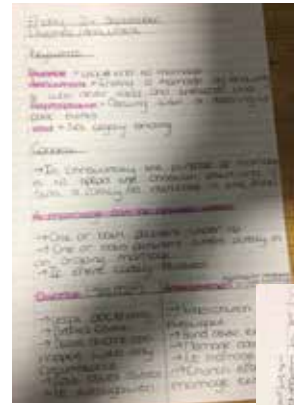
Year 7 - Transition, British Values and keeping themselves mentally and physically healthy.

Year 8 – Influences on our mental health, signs of stress and anxiety and myths and stigma surrounding mental health.

Year 9 – Triggers for mental health and different coping strategies.

Year 10 – The effects of drugs on those around and our own wellbeing.

Year 11 have been completing a bespoke program focused on their post-16 options. They have spent time discovering the different qualifications available and where these can be studied. We have also had visits from Oldham Sixth Form, Oldham College, The Manchester College and Crompton House to help students consider their options in more detail.



# Spanish

## Key Stage 3

A massive well done to our year 7 students who have made a positive start in their Spanish lessons! Some have never done any Spanish before and can now introduce themselves to any Spanish speaker. Year 8 are able to describe where they live, and year 9 are looking at some traditional Spanish tapas dishes.

In Key Stage 4, year 10 have made a positive start to the GCSE course. We also have 2 special groups who are studying Spanish as an extra GCSE in form time. Year 11 are half way through the GCSE course now and have lots of resources to help them revise! V Sayer.



We also have 2 new members of staff who have joined the Spanish department-Miss Henriksen and Miss Ahmad. Please say a big '¡Hola!' if you see them around. In Spanish at Key Stage 3, students have been completing a variety of pieces of marked work in writing and speaking. In Year 7, W Chowdhury and T Da Rocha produced fantastic pieces of writing which described the different items that they have in their school bags. In Year 8, students have also completed marked pieces of writing. B Dawson and B Harper produced excellent work describing their houses using multiple tenses and a range of vocabulary. Year 9 students have all recently completed speaking assessments. F Akther-Chowdhury and L Booth both received very high scores after correctly using all of the tenses which we have studied this year, to describe what they eat for different meals. Wonderful work everyone!



# SMSC

## SMSC

### Macmillan Coffee Morning

A massive thanks to staff, parents and students for contributions for Macmillan Coffee morning in September. Students helped run the event selling cakes to our academy community at break and lunch raising almost £300.



## SMSC

### A Standard Day - OTW

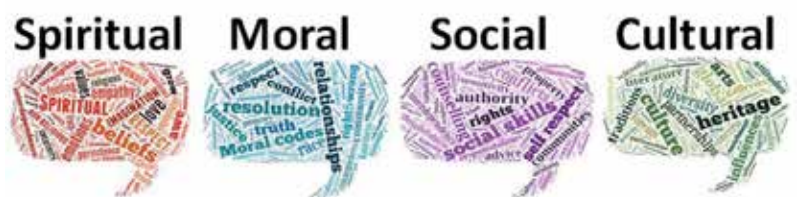
Oldham Theatre Workshop came in to deliver a special performance for our year 8 students around the theme of mental health. This was followed by a workshop led by Oldham Youth Services focusing on how mental health can affect us in different ways and how to work towards being mentally resilient.



## SMSC

### Learn with Lords

All students in year 7-10 had the unique opportunity of asking their own questions to members of the House of Lords as we met with them virtually on TEAMS. This allowed students insight into life as a Lord or Baroness and to gain a better understanding of the House of Lords and law making as part of our academy's citizenship programme.



# SEND Newsletter

'Special Educational Needs and Disabilities'



## September 2021

*Dear parents/carers,*

As the SENCO at Royton and Crompton, I would like to welcome you to read the latest SEND Newsletter, aimed at keeping parents and carers informed and updated on all things associated with supporting our students with additional needs. We believe that working in partnership with families will produce positive educational and social outcomes for your child, as this is directly linked to supporting learning and development. Please do not hesitate to contact the SEND department for information, support and guidance.

Many thanks,  
Mrs McDermott



## Keyworkers

All of our students on the SEND Register have a designated keyworker. Your child should have had an initial check-in with their keyworker and parents/carers should have had a phone call or email from their child's keyworker to introduce themselves. Please contact the SEND department if you have not yet received contact/communication or if your child is not sure who their keyworker is. The role of a keyworker is to ensure communication between school, home and the student. Keyworkers will aim to form positive working relationships with students and become another 'familiar-face' in the building for students to feel they can go to for support, when required.

## Coffee Mornings

We run a coffee morning every Thursday (during term-time) in our newly transformed community hub, which is near the turning point at the front of school. Our students will be baking cakes and biscuits on Wednesday in after-school club to serve at the coffee morning. Our Specialist Teaching Assistants will also be attending every week. It is a good opportunity for parents to seek advice, discuss their child's needs and what we can offer as a school. The coffee morning runs from 9:00-10:15am; we would love for you to join us.

## Admin Support

Please contact the SEND department if you require support with filling in forms paper-based or online. Our Specialist Teaching Assistant, Mrs Gadd, runs this service on a Friday morning in the Gateway building. Please email: [lisa.gadd@rca.e-act.org.uk](mailto:lisa.gadd@rca.e-act.org.uk) for information or to book an appointment, either face-to-face, telephone or via Microsoft Teams.

## Parent SEND Champions

In order to improve the link between home and school, we are looking to enrol a small group of parents and carers as 'SEND Parent Champions'. As a Parent Champion, you will help to break down barriers to services and provide a voice for students with additional needs. If you are interested, please email: [emma.brough@rca.e-act.org.uk](mailto:emma.brough@rca.e-act.org.uk).

# SAFEGUARDING

## Safeguarding Our Students

This half-term, we have been focusing on Sexual Violence and harassment, all year groups have had assemblies on this and they are aware of staff who they can talk to if they feel that they have been affected by this and need support within school. If you feel your child has been affected by this, please contact Mrs L Jackson - Designated Deputy Safeguarding Lead



"At Royton and Crompton, we are committed to providing an excellent level of support with regards to student's medical requirements.

Next year Royton and Crompton E-Act academy will be applying for the "Good Diabetes in Schools Award" in connection with Diabetes U.K. This accolade recognises the work that educational settings provide in the treatment and management of diabetes. In addition, this award will recognise that as an academy we offer a high standard of care to our diabetic students

When the application for this award has been completed, a link will be sent out to parents and carers who can support the academies application.

Thank you in advance for your ongoing support,

Jaimie Sammon,  
Medical Welfare Officer"



Are you being bullied?  
 Have you seen someone being bullied?  
 Don't be a bystander.

**REPORT IT.**

**STAND UP,**

**SPEAK OUT.**



**IF YOU'RE BEING BULLIED**

- 1 Tell someone you trust
- 2 Keep a record of what's happening
- 3 Don't retaliate
- 4 Surround yourself with people that make you feel
- 5 Don't blame yourself - it is NOT your fault!
- 6 Be proud of who you are

**IF YOU'RE BEING BULLIED ONLINE**

- 1 Don't retaliate. (Often that's what they want!)
- 2 Save the evidence. (Screenshot, save messages.)
- 3 Tell someone what's happening.
- 4 Report, block, mute, get rid!
- 5 Remember the problem is with them, not you.

**Anti-Bullying Alliance**

**Anti-Bullying Alliance**



HOVER YOUR CAMERA OVER THE QR CODE OR SCAN IT. FOLLOW THE INSTRUCTIONS.



#ANTIBULLYINGWEEK

# What is pupil premium funding?

Pupil premium funding from the government is given to schools to help pupils reach their full potential, regardless of their background or financial situation. It's provided for pupils who:

- **Are registered for free school meals**
- **Have been registered for free school meals at any point in the past 6 years**
- **Are, or have been, in care**
- **Have parents in the armed forces**

At Royton and Crompton E-Act Academy we get an extra £955 for every eligible pupil who is registered for free school meals. This extra money could make a real difference to the quality of education we offer.

For example, we've previously used pupil premium funding for:

- **Educational resources like books and ICT equipment**
- **Academic interventions and staff to support further learning**
- **Wellbeing and self-esteem building interventions**
- **Access to guest speakers**
- **Software to support teaching and learning**

Is my child eligible for free school meals?

Your child might be eligible if you access:

- **Income Support**
- **Income-based Jobseeker's Allowance or Employment and Support Allowance**
- **Support under part VI of the Immigration and Asylum Act 1999**
- **The guaranteed element of Pension Credit**
- **Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)**
- **Working Tax Credit run-on**
- **Universal Credit, provided you have an annual net earned income not exceeding £7,400 (£616.67 per month)**

Does my child have to eat the free school meals?

No. Pupils who are registered for free school meals don't have to eat them. If you're eligible but you want your child to have packed lunches you should still register because the school will receive the funding which can support your child in other ways.

How do I register?

You only need to register once. To register, please go to [www.oldham.gov.uk](http://www.oldham.gov.uk) and search for FSM, or go to [www.oldham.gov.uk/info/200231/education\\_grants\\_and\\_allowances/161/free\\_school\\_meals](http://www.oldham.gov.uk/info/200231/education_grants_and_allowances/161/free_school_meals).

If you need help completing this form, please feel free to pop in to our Form Filling Made Easy sessions in our Community Hub on Thursdays between 09:00 and 10:30.

More information

For more information about pupil premium go to our website, which contains details of how the pupil premium has been spent in the past academic year and how it will be spent this year.

If you have any questions or specific concerns, please contact your child's head of year.