



Opening minds, opening doors.

 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>	 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>	 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>	 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>	 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>	 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>	 <p><b>ROYTON &amp; CROMPTON</b> Honesty • Excellence • Aspiration E-ACT ACADEMY</p>
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# HEADTEACHERS OVERVIEW

Dear Parent/Carer,

As the autumn term draws to a close, I wanted to take this opportunity to thank parents and carers for their continued support in ensuring that together we provide the very best educational and enrichment opportunities for each and every one of our students.

Thank you also to all of our staff, who have worked tirelessly to deliver a world-class education, whilst providing the support and nurture for our students when required. Please take this opportunity to have a look through our newsletter to share in all the wonderful lessons and enrichment activities that happen on a day by day basis at the Academy. We are also looking forward to the spring term and the new year in which we plan to continue our drive in raising standards for all.

Enjoy the festive period with your families and we will look forward to a safe return on Wednesday January 5th 2022.

Happy Christmas to all.

Mrs A Atkinson

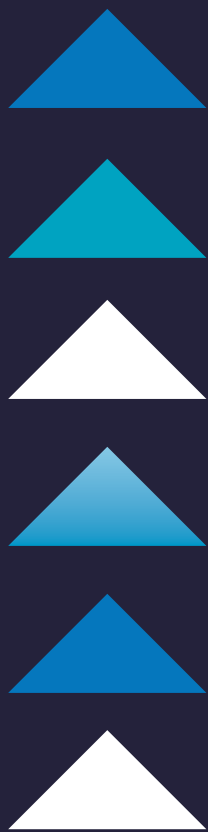




# YEAR 7



Our first full term done! It's gone so quickly but we are very proud of how well you have all settled in to Royton and Crompton. Our year group has modelled excellence, honesty and aspirations and we hope this continues next term after a well-deserved break. As a year group you have achieved so much in a short space of time and we can't wait to see what you can achieve in the new year. Well done to all taking part in extra-curricular activities and representing the school in such a positive way. We have been really impressed by how you conduct yourselves in lessons as well; receiving a lot of reward points for your efforts and engagements – especially form 7H who received the most out of the year group. We hope you and your families have a lovely break and we hope you return to use in the new year ready to be the best year group you can be!  
Miss Berry, Mr Collinge and Mrs Jacob



## YEAR 7



sarah.berry@rca.e-act.org.uk



Michael.Collinge@E-ACT.org.uk

Next term Year 7 will be studying the following:-

- Art:** What are portraits and can you name any famous portraiture artists?  
Additional information to support learning can be found at: <https://www.artst.org/famous-portrait-artists/>
- DT/ Engineering:** Depending on their rotation, students will be starting the design process using both paper-based and CAD methods for either the Frame or Phone stand project.  
Additional information to support learning can be found at: <https://technologystudent.com/index.htm>
- Food Technology:** Why are correct hygiene and safety rules important?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1>
- Geography:** Our Geoglogical Timeline. How has our planet and the life on it developed over time?  
Additional information to support learning can be found at: <https://www.livescience.com/65471-photo-timeline-big-bang.html>
- 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 knowl edge 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
- Hlstory:** Who held the power in Medieval England?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zrfm7yc>
- Maths:** Can I apply number theory to geometric shapes?  
Additional information to support learning can be found at: [HegarytMaths](https://www.bbc.co.uk/bitesize/topics/zrfm7yc)
- Music:** What does music from West Africa and Brazil sound like?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/5>  
<https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1>
- PE:** What are the key skills and techniques that we need to acquire in order to become effective performers in our activity areas?  
Additional information to support learning can be found at: N/A
- Science:** How is the cost of our energy use at home calculated?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/z7xfsk7>
- Spanish:** Can I say what there is 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/Ps7Vc33jP5tx3yDbn>  
<https://www.bbc.co.uk/programmes/articles/FTH4c/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

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

Mr Prendergast and Miss Rourke - We would like to congratulate our Year 8 students on an excellent first term back in school. It has been great to get back in the Academy and you have told us how much more you are enjoying your lessons and being able to move around and do practical subjects. We have been impressed at the effort and engagement you have shown in lessons when we have visited your classes. It has been a pleasure to observe you completing and taking part in extra-curricular activities especially Science, Art and Music clubs. Our Year 8 football teams have had lots of success too. Well done to all that have taken part in after-school activities. It would be brilliant if even more of you could take part. Many of you have responded well to our attendance challenge competitions and this is something we will look to continue in the new term after Christmas. All that remains is to wish you and your families a happy and restful Christmas holiday. Stay safe, get out and enjoy the fresh air and most of all BE KIND! Mr Prendergast and Miss Rourke

Next term Year 8 will be studying the following:-

- Art:** Can you create artwork inspired by our living world?  
Additional information to support learning can be found at: <https://www.angielewin.co.uk/>
- DT/ Engineering:** Pending on their rotation, students will be starting the design process using both paper-based and CAD methods for either the wooden based toy or night light project.  
Additional information to support learning can be found at: <https://technologystudent.com/index.htm>
- Food Technology:** Why is correct storage of food important?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1>
- Geography:** What is the development gap and what can be done to close it?  
Additional information to support learning can be found at: <https://www.un.org/sustainabledevelopment/>
- 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:** How did the British Empire impact on the world?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z7kvf82>
- Maths:** Can I apply algebraic notation to manipulate terms?  
Additional information to support learning can be found at: [HegarytMaths](http://HegarytMaths)
- Music:** Production and creation of film music  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/z7bpbhk>
- 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:** What are forces?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1>
- Spanish:** Can I describe my bedroom and say what activities I do at home?  
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



## YEAR 9

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Next term Year 9 will be studying the following:-

- Art:** What is landscape art? Can you name any famous landscape artists?  
Additional information to support learning can be found at: <https://www.invaluable.com/blog/famous-landscape-artists/>
- DT/ Engineering:** Pending on their rotation, students will be starting the design process using both paper-based and CAD methods for either the Bottle opener or Maze game project.  
Additional information to support learning can be found at: <https://technologystudent.com/index.htm>
- Food Technology:** What are the Nutritional needs of different age groups?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1>
- Geography:** How are population and migration linked to development?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/z3p4b82/revision/1>
- 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 Hitler come to power?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z94cwmn>
- Maths:** Can I apply algebraic manipulation to calculate unknown values?  
Additional information to support learning can be found at: [HegartyMaths](#)
- Music:** Can I create EDM music using a DAW?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zj3mcqt/revision/4>
- PE:** How do we apply advanced key skills and techniques and begin to apply tactics and strategies in order to become effective performers in our activity areas?  
Additional information to support learning can be found at: N/A
- Science:** How is carbon recycled in our atmosphere?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/z27thyc/revision/2>
- Spanish:** Can I describe a past meal out?  
Additional information to support learning can be found at: <https://www.linguascope.com/>

The Year 9s have had a fantastic term and have been showing off much of their talents. 226 students have received letters home for reaching above and beyond in lessons. These students are known as our 'Superstars' of the week and it is great to know so many of our year 9 students are striving to achieve.

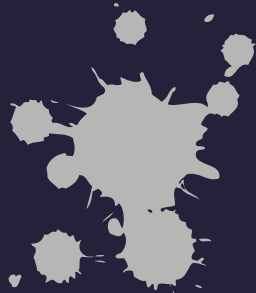
Year 9 has become 'Champions of Rewards', beating all other year groups to receive the highest amount of reward points. 34,234 reward points have been handed out so far this academic year to year 9 students, which is an incredible amount.

To end 2020, year 9 students visited the Etihad Stadium. Students got to walk around the pitch, sit in Pep's chair and have a look around the players changing rooms. This was a great experience for the children to understand the importance of sport and gain knowledge of teams in our local city.

As a final reward this year students have been able to watch the local pantomime, at the Queen Elizabeth Hall. This was a great time for students to get into the festive mood and enjoy the build up to Christmas. The festivities continued with our Christmas Show on Wednesday 15th December at the Academy with Bobi-Leigh Smyth and Katelyn Mott performing in our Keystage 3 dance performance. Well done girls!

I would like to take this opportunity to wish all our year 9 students, their family and friends a very merry Christmas and a happy New Year.

All the best  
Mrs. Cavanagh, Mr. Sherwood & Mrs Spratt



### 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/Ps7Vc3jP5tx3yDbnfTH4c/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>



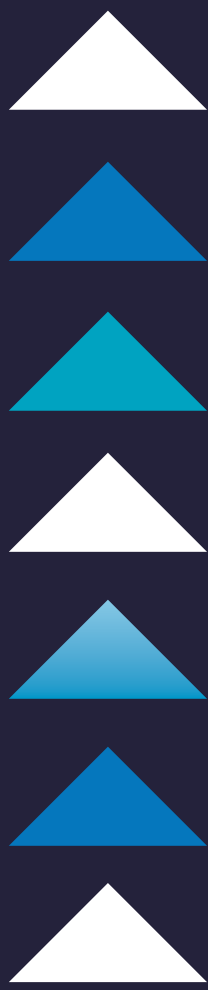
## YEAR 10

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Next term Year 10 will be studying the following:-

- Art:** Can you research and investigate portraiture artists inspired by surrealism?  
Additional information to support learning can be found at: <https://edfairburn.com/>
- Child Care:** How do early years workers respond to the needs of children and promote inclusion?  
Additional information to support learning can be found at: <https://www.mencap.org.uk/advice-and-support/children-and-young-people/send-system>
- DT/ Engineering:** Can you produce solutions to problems using different combinations of engineering skills, including designing as part of the engineering?  
Additional information to support learning can be found at: <https://www.pearsonactivelearn.com/app/Home>
- Dance:** Can you compare and contrast a range of different dance styles and discuss the choreographers intentions?  
Additional information to support learning can be found at: [https://en.wikipedia.org/wiki/Bob\\_Fosse](https://en.wikipedia.org/wiki/Bob_Fosse) <https://www.biography.com/performer/bob-fosse>
- Food Technology:** What are the different factors that affect food choice?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1>
- 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 Bitesizesetes
- Geography:** What are the causes, effects and responses to climate change?  
Additional information to support learning can be found at: <https://www.metoffice.gov.uk/weather/climate-change/what-is-climate-change>
- History:** How did Crime and Punishment develop 1800 - present?  
Additional information to support learning can be found at: <https://senecalearning.com/en-GB/>
- Maths:** Can I apply number skills to solve ratio and proportion questions?  
Additional information to support learning can be found at: [HegartyMaths](#)
- Music:** Can I perform? Can I compose? How do jobs interlink in the music industry?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/articles/zfx296f>
- PE:** Sport Studies - How do we effectively evaluate our leadership performance?  
Additional information to support learning can be found at: n/a
- Psychology:** What are the causes of deindividuation?  
Additional information to support learning can be found at: n/a
- Science:** 5.3 Quantitative Chemistry 6.3 Particle Model 4.3 Infection and response  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z62xsbk>
- Sociology:** How have changes since the 1950's changed family forms?  
Additional information to support learning can be found at: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2019>
- Spanish:** Can I say what I study and describe my school?  
Additional information to support learning can be found at: <https://classroom.thenational.academy/units/studies-and-life-at-school-240a>

So, we have finally made it to the end of the longest, coldest, darkest half term, well done Year 10, we know it has had its ups and down. We have had some valuable opportunities this half term including; career talks based on Law, ICT and Food industries. Students have also been involved in a Passport Day that has focussed around wellbeing and future steps, this has hopefully given them some insight into the next stages of their education. Finally, we would like to congratulate all the students that have received a superstar nomination this term, the list is endless, keep it up! Have a very Merry Christmas and Happy New Year and we will see you in 2022!



# ▶▶▶▶▶ YEAR 11



## YEAR 11

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

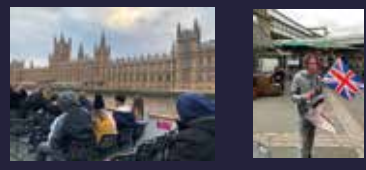
Next term Year 11 will be studying the following:-

This half term has been a very busy one for Year 11. They have sat their first mock exams, completed period 6 and some students have been on a trip to London! We are very proud of the year group as it has been a tough term and they have risen to the challenge of mock exams. This culminated in their mock results day last week which tied in with our first Passport Day of the year. During this day, a speaker from 'Resilient Me' did a talk on exam revision skills and mental health. Students were called one at a time to sit with a member of SLT or the Year team to go through their mock results.

The London trip was a great success. Students were able to do a range of activities including, a river boat tour, guided Shakespeare walking tour, Westminster Abbey visit and a fantastic evening out at the Lion King musical. Students and staff enjoyed the trip and we look forward to doing more trips like this in the future.

Next half term will be very busy again with more mock exams, college interviews and fortnightly assessments. The calendar for this can be found on the school website. Students are reminded to have a restful holiday but to make sure that they are doing some revision of key subjects. The use of GCSEPOD, Hegarty Maths and SENECA is extremely important over the holidays as it will set students in good stead for the upcoming spring term.

Year 11 Team



- Art:** Can you realise your intentions for your chosen theme as we conclude your independent project?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1>
- Child Care:** How do routines promote independence, health and well-being?  
Additional information to support learning can be found at: N/A
- DT/ Engineering:** How can you plan the manufacture of and safely reproduce/inspect/test a given engineered component?  
Additional information to support learning can be found at: <https://www.pearsonactivelearn.com/app/Home>
- Dance:** Why are performance skills important in Dance?  
Additional information to support learning can be found at: N/A
- 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 did the Civil Rights Movement develop in the 1960s?  
Additional information to support learning can be found at: <https://senecalearning.com/en-GB/>
- Maths:** Can I use algebra skills to solve geometric problems?  
Additional information to support learning can be found at: [HegartyMaths](https://www.hegarty.com/)
- Music:** Can I create my own music product? Can I perform? Can I compose?  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/guides/zj3mcqt/revision/4> <https://www.prsformusic.com/>
- PE:** How do we effectively implement key skills for both a team and individual sport?  
Additional information to support learning can be found at: n/a
- Psychology:** What are the different theories of criminality?  
Additional information to support learning can be found at: <https://psyttests.org/eysenck/epqRen.html>
- Science:** 5.7 Organic Chemistry      4.6 Inheritance  
Additional information to support learning can be found at: <https://www.bbc.co.uk/bitesize/topics/z9488mn>  
<https://www.bbc.co.uk/bitesize/topics/zppffcw>
- Sociology:** How does poverty affect life chances?  
Additional information to support learning can be found at: <https://www.childrenssociety.org.uk/what-we-do/our-work/ending-child-poverty/>
- Spanish:** Can I describe my work experience and say what my future plans are?  
Additional information to support learning can be found at: N/A

**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>

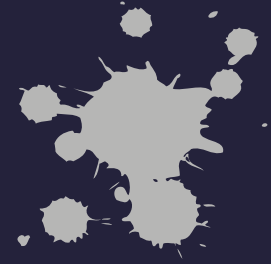
**PE:** The National Football Museum in Manchester

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

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

# 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

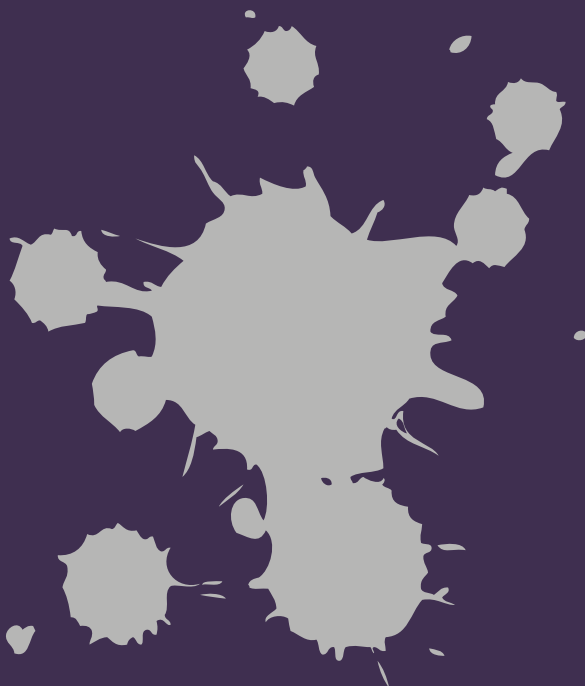


The **Positive Steps** Career Adviser in school is Andy Lord, who provides independent and impartial career information, advice, and guidance to support years 9, 10, and 11 in making informed and appropriate decisions about their futures. Andy is in school every Monday, Thursday, and Friday and the careers 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 3**

**Year 7:** Can I actively discover and explore the Shakespeare play, *A Midsummer Night's Dream*, 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 persuasive responses in my independent writing pieces?

**Year 8:** Can I actively discover and explore the Shakespeare play, *The Tempest*, 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 persuasive responses in my independent writing pieces?

**Year 9:** Can I actively discover and explore the Shakespeare play, *Romeo and Juliet*, 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 persuasive responses in my independent writing pieces?

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

**Year 10:** Can I critically analyse and develop my own independent response to non-fiction texts and sources? In particular, can I develop my knowledge of selecting explicit and implicit information, Summarise, analyse language and compare writers' viewpoints?

**Year 11:** Can I critically analyse and develop my own independent response language paper 2, non-fiction skills? In particular, can I develop my knowledge of selecting explicit and implicit information, Summarise, analyse language and compare writers' viewpoints? During our intervention time, can I continue to develop my exam performance in both literature and language and build up my exam resilience?

## **English last half term in English: Our London Adventure!**

In early November, we were fortunate to be given the opportunity to take some of our fabulous Year 11 cohort off to explore the sights and sounds of the city of London. Not only were our students able to explore such attractions like the London eye and venture along the river Thames but they also explored the history of Westminster Abbey, alongside visiting the Lyceum theatre to watch a spectacular performance of Disney's *The Lion King*.

A constant reminder of just how amazing our students are, they continued to model excellence at all times on their excursion; constantly being caught doing good deeds and being kind and respectful to their peers. During our time in the city, we noticed that we were staying close to an emergency refugee centre that had been set up to house families who had fled their homeland and required shelter and support. Exposing our students to the unfortunate realities that we had discussed in the classroom; they were intent on helping in any way that they could.

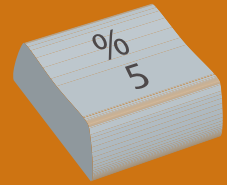
After a few small collections of food that we organised by the students themselves and some support from the hotel, we were able to take over a large amount of food parcels that would then be distributed to the families that needed them.

It was truly humbling to see our students encompassing what thinking big and showing team spirit actually means and they were a true testament to the care and consideration our community.

Mrs Davies



# Maths



In early September, prospective students saw great things happening at our annual open evening.

There were maths treasure hunts, 'beat the teacher' chess challenges, curriculum talks and games galore! Even the parents had a super go at trying their hands at times tables.

Early November saw the maths department, supported by the whole school, take part in Maths Week England. This was our first ever participation in this national event.

There were daily stories, discussions and puzzles for all to participate.

Y7 tried their hand at making a balancing bird

Y8 and 9 tried their hardest to free themselves from 'Bullion Heist' – a Numberella online escape room.

Y10's engaged in an online live maths careers event and y11 tried to beat their teachers at Yohaku.

Open to all was the chance to move up that national leader board in the TTRS competition – 'England Rocks'. Royton and Crompton came 142nd out of 4518 schools – not bad! A special mention to Reece Buckley who topped the RCA results – a true Rock Star!

On the 23rd of November, the maths department went Golden (ratio) and started spotting patterns all over nature...

23/11 was Fibonacci Day! Students helped us celebrate the famous Fibonacci sequence. Do you know why Fibonacci day is celebrated on the 23.11? ? ?

England Rocked and Royton and Crompton found stars amongst us...



1	Reece Buckley 8Y/Ma3	6,090
2	Jessica McDaid 8Y/Ma1	3,802
3	Benita Okosun Eguavoan 8X/Ma2	2,617
4	Fidolia Okosun Eguavoan 9Y/Ma1	2,378
5	Georgina Odeh 8X/Ma2	1,226
6	Mohammad Adnaan Hussain 8Y/Ma1	618
7	Kian Lomas 9X/Ma4	391
8	Aiden Foley 10F	228
9	Joshua Whittaker 9X/Ma3	149
10	Rodrigo Da Rocha RX/Ma2	72



12 days of Rockmas - Performed by the TTRS team - YouTube

Maths got nifty in year nine as numeracy returned to our classrooms - Well done 9y1 – you are all Red, brown and Black Belts already!



Homework will continue to be set on hegarty for Key stage 3.

The great thing about hegarty is that students don't have to wait for their teacher to set them two pieces a week.

They can be proactive and do as much as they wish. This includes memri-quizzes and fix-up-fives. These are the hegarty heroes of this term:

**Reece Buckley yr8 TTRS**

**Charlotte Smith Y7 – Hegarty homework and independent learning**

**Oliver Pemberton Y7 – independent maths research**

**Millie Hughes and Sophia Wild – Y7 the A team, great collaborators**

**Julian/Julienne Madalora Y7 – hard workers**

**Archie Keenan – Y9 hard worker**

**Favour Eribo – hard worker**

**Mahad Bhatti Y8 – furthering knowledge above and beyond the classroom**

**Sian-Marie Aspin – super peer support!**

Outstanding achievements in maths to date- A Big Well Done!

# Science

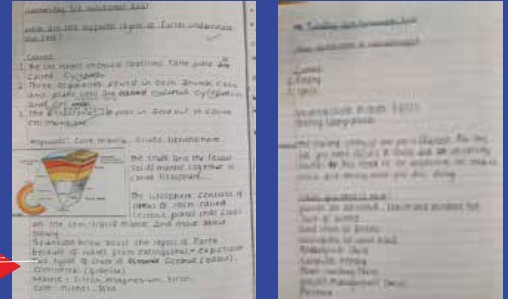
## Year 7

Year 7 students have been studying Big Idea 2 -Matter – part 1. Students have looked at the particle model and different techniques that can be used to separate different mixtures. Below is an example of some of their chromatography work:



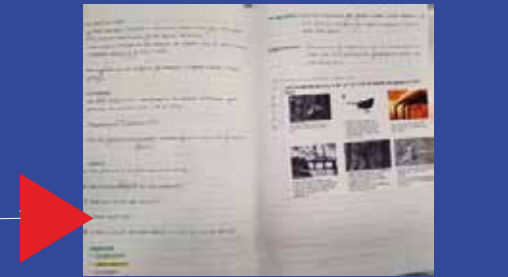
## Year 8

Year 8 students have been studying Big Idea 8 – The Earth – part 1. They have looked at the structure of the Earth and the scale of the Universe. As part of their work, at the end of each Big Idea, pupils at key stage 3 will look at a career specifically related to the work they have been studying. Year 8 have explored how to become a volcanologist!



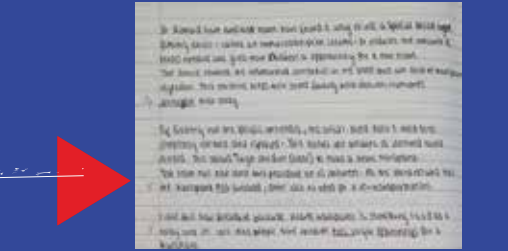
## Year 9

Year 9 students have been studying Big Idea 7 – Genes – part 2. They have looked at how variation within a species is useful and studied the work of Charles Darwin.



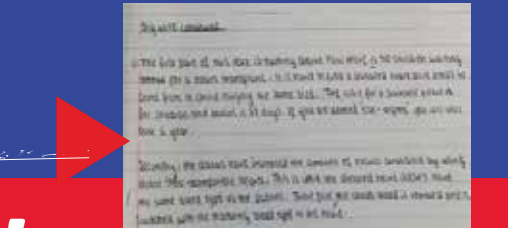
## Year 10

Year 10 students have continued studying the 'Principles of Organisation' as part of their Biology Topic and in Chemistry they have looked at 'Bonding, Structure and the Properties of Matter'



## Year 11

The Year 11s have all sat their mocks, which were all based on Paper 1 topics. The majority of these topics were studied in Year 10, so it has been important for pupils to use their SENECA logins to complete the revision that teachers have been setting for homework. Please remember that to log in to Seneca pupils need to use their school email address. Eg 17jblogs@rca.e-act.org.uk Their password is seneca2020.



# Science Club

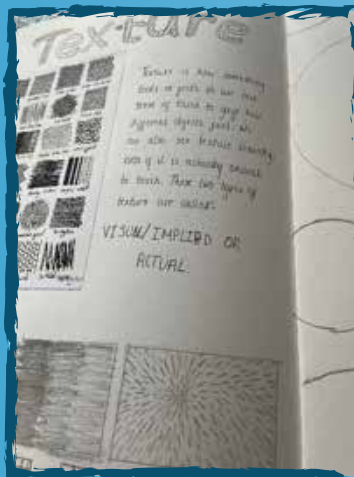
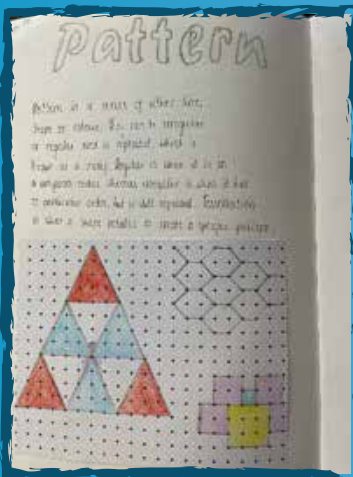
Mr Bland continues to run Science club for Year 8 pupils. Below are some pictures from recent weeks.



# Art

## Key Stage Three

All KS3 students have been working through a project based around the formal elements line, shape tone, texture, colour and pattern. Students have been working hard as they have been introduced to new artists and artistic techniques such as paper collage and digital art. We have also been able to welcome a group of KS3 students to our 'Creator's Club' which has been running every Thursday evening in the art rooms. Here, they have been creating experimental portraits and most recently, Christmas inspired origami to be used at the upcoming Christmas Show. We would also just like to celebrate our Art star of half term two, E. Rayner in year 8.



## Key Stage Four

Ks4 students have been working through their GCSE projects, developing their coursework with a focus on assessment objective one and two. Whilst year 10 students have been responding to the work of portraiture artists, year 11 art students have been developing their own investigations into their chosen theme. Year 11 students are currently exploring various medias and techniques as they experiment with their outcomes so far.



# Des Tech

## *DT KS3*

- *Students throughout Key Stage 3 have been working through the manufacturing stage this half term.*
- *Year 7 have been making photo frames or CAD/CAM based phone stands depending on their rotation.*
- *Year 8 have been making a toy involving the use of a cam or a card-based night light involving the use of electronics depending on their rotation.*
- *Year 9 have been making a bottle opener or CAD/CAM based Maze game depending on their rotation.*

## *Engineering*

### *Year 11*

*Students have been completing their latest BTEC Engineering controlled assessment, in which they need to reproduce a bike multi tool using 3mm steel. They are thrilled to be in the workshop after missing out last year.*

### *Year 10*

*Having now skilled up with 3D software, students have now started their controlled assessment where they will need to use to create a fully dimensioned representation of their final design. We look forward to sharing examples in future newsletters.*



# Food

**Year 7:** Students have been studying hygiene and safety, correct storage of foods and the Eatwell Guide Plate. They have completed numerous practical lessons which has enabled them to develop their knife skills including; Fruit salad; pasta salad; lamb koftas and bolognaise.

**Year 8:** Students have been studying correct storage of foods, reducing the risk of food poisoning and understanding what Micro and Macronutrients are. They have made stir-fry, sweet and sour chicken, turkey burgers and cheesecake.

**Year 9:** Students have been learning about Special diets and the nutritional requirements of age groups as well as looking at Bacteria and Food poisoning. They have made spring rolls, macaroni cheese, enchiladas and pizza.

**Year 10:** Students have recently been learning about macronutrients. A number of them joined in with the Hospitality Live Broadcast Hour, learning about future careers in the Hospitality sector. They have had a focus on developing their high-level skills by portioning a chicken, making choux buns and fruit tarts.

**Year 11:** Students have been focusing on completing their mock. They have also been working hard producing the research part of their NEA2 coursework. Food club- Students have made a variety of dishes including shortbread, rocky road and flapjacks.



# Geography

Our students have been getting involved in Geography competitions. One of which was a photo competition that we ran in the department. This Geography competition focused on identifying and capturing evidence of human, physical and/or environmental Geography. To enter, a student was required to take a photograph or draw/paint an image of HUMAN (manmade), PHYSICAL (a natural features) and/or ENVIRONMENTAL Geography. Examples can be seen below.



Another competition was designing a logo that could be used across E-ACT schools to raise awareness of Climate Change and how we can work together to combat this. Our amazing students understood the importance of this. We are also proud to recognise how the student leaders are creating an eco-committee to help with this and help the school achieve an eco-school reward.

In class, Year 7 have been learning about how to use Ordnance Survey maps and about the land use of the local area and how our community has changed over time. Year 8 have been looking at inequality in Brazil, with a particular focus on the favelas of Rio de Janeiro. Year 9 have been studying extreme weather, both in the UK and in the tropics. Year 10, have been continuing with the Natural Hazards topic with a focus on meteorological hazards.

Finally, Year 11 students have completed the Physical Geography units and have been working hard for their mock exams.

## Iceland 2022

In February, some of our Year 11 GCSE Geography students will arrive in Iceland for their Icelandic adventure of a lifetime. Students and parents/carers have met with the Iceland team to discuss the final arrangements for the trip. The country nicknamed 'The Land of Ice and Fire', with icy waterfalls, hot geysers and erupting volcanoes, our students will experience first-hand the power of natural tectonic Geography. Hopefully, the next news letter will contain a full report from the returning students and staff.



# History

Students have been working very hard in History this half term and we have been very proud of their efforts.

## Key Stage Four

Our Year 11 students have just completed their first set of mock exams and we have been very pleased with their commitment to being successful. Inside the classroom, Year 11 have been really engaged in learning about the Civil Rights Movement in America in the 1950s. They were shocked by the case of Emmet Till and inspired by the actions of Rosa Parks. We have been impressed by their maturity and the links they are making to recent events in the USA.

Year 10 are continuing to build on the great start to they have made to their GCSE History course. They are very busy learning how crime and punishment change over time. To create a discussion, ask your child about the witch-craze of the 1600's and the punishment of transportation for an insight into what they have been learning.

## Key Stage Three

Year 7 have been investigating how William the Conqueror took control of England and they have displayed great knowledge on this.

Ask them to explain this to you I am sure you be as impressed as we are with their knowledge!

Year 8 have been investigating the English Civil War and whether Oliver Cromwell deserves his statues in England, they hold strong opinions on this. Year 9 created a display around school to commemorate Remembrance Day (pictured below). I am sure you will agree with the History department that they did a fantastic job. Inside the classroom Year 9 have been studying conditions in WWI and have completed an assessment on different interpretations of the Battle of The Somme. They were shocked to find out 20,000 British soldiers were killed on the first day of the battle, many of them were local soldiers who they had investigated for our remembrance display.

## 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:

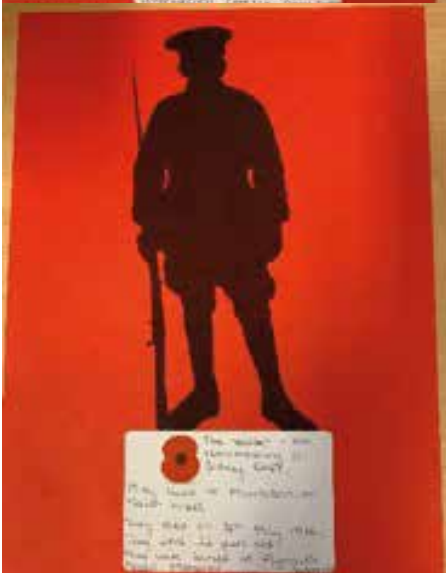
**Year 9- Jo Jo Rabbit – an interesting look at life for children in Nazi Germany**  
**Year 10 and 11**

**Remember the Titans- Civil Rights**

**Selma- Civil Rights**

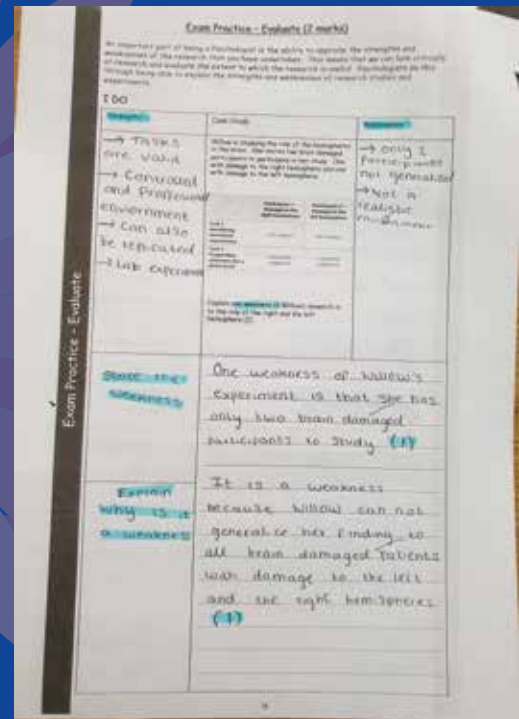
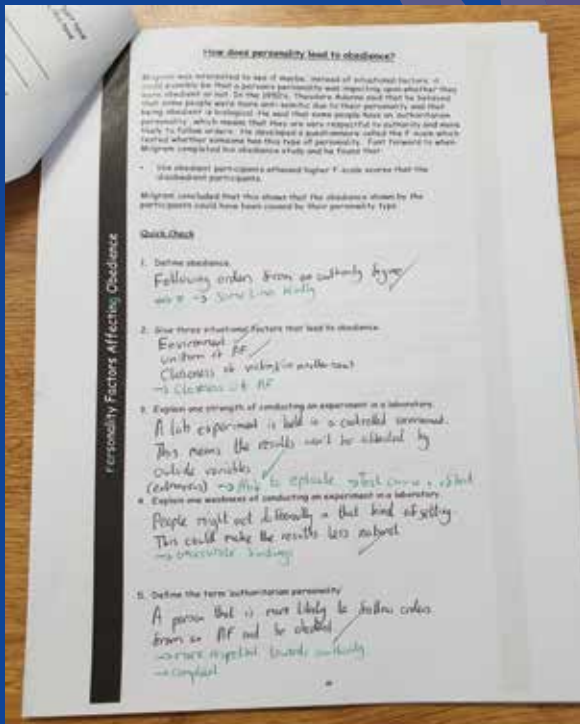
**The Help – Civil Rights**

**Elizabeth- Elizabeth I**



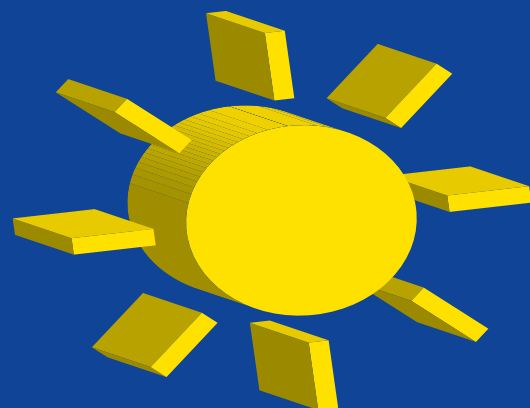
# Psychology

Year 10 Psychology groups have really enjoyed learning about the different factors that cause human beings to become obedient to an authority figure. Students loved learning about the Milgram electric shock experiment and the Stanford Prison experiment, both of which have provided an in depth understanding of why human beings can sometimes be responsible for atrocious acts. Next, we will be looking at how as a society we can prevent some of the events of the past, from ever happening again, through a new found understanding of the factors that lead human beings to be blindly obedient.



# Sociology

Year 10 Sociology students have been learning about the impact of nature and nurture on human behaviour. They particularly enjoyed learning about the social construction of gender and how different agencies pass on gender norms to males and females. This will underpin our next unit of work where we will be looking at the changes to families that have taken place since the 1950's and how this has impacted on gender roles within the family. Through looking at the change in laws, economic changes and the decline in religion, we will explore the impact of this on families in contemporary society.



# DRAMA

## **The Paige Daughtry Memorial Plaque**

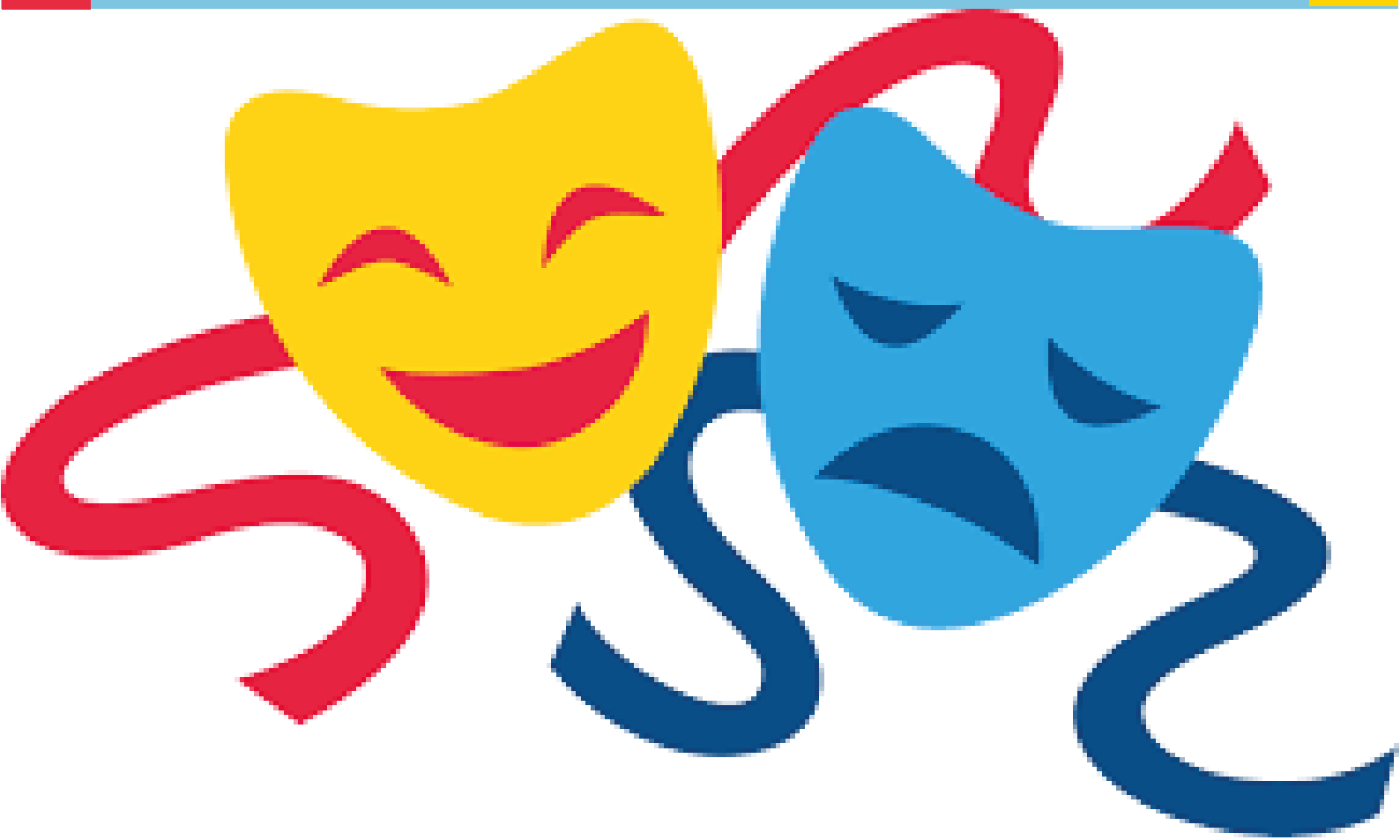
This term, we had the honour of unveiling the Paige Daughtry Memorial Plaque in our newly-refurbished Drama studio. Paige was a great lover of Drama and the Performing Arts so this is a perfect tribute to remember her passion for performance. In honour of this occasion, a group of our talented Year 8 Drama students performed for Mr and Mrs Daughtry and their daughter Cathryn. We hope that this tribute will serve as a positive reminder of the wonderfully talented Paige.

## **Year 11 Awards Evening: The Paige Daughtry Award**

We were delighted to welcome back our GCSE students this half-term to receive their GCSE certificates. We were particularly honoured to have Paige's parents and sister with us to award The Paige Daughtry Award for Drama. This award is given each year in recognition of excellence in Drama and is awarded to a pupil that shows outstanding ability in performance. This year we were extremely proud to award it to Sonny Hennegan, who we are sure has a very bright future in Drama.

## **Year 10 Performance**

Our GCSE Year 10 cohort performed their first component of their exam on the text 'DNA' by Dennis Kelly. This was a hugely successful performance and we are excited to see our students' talent develop over their GCSE course.



# RE

## Key Stage 3

Students have been busy looking at some big topics this term. Year 7 have been looking at the first of the Abrahamic religions – Judaism with a focus on the prophets Abraham and Moses. Year 8 have been continuing with their work, looking at the existence of God and different evidence used to back up theist's belief in God. Year 9 have developed their understanding of sanctity of life and ethics through the study of religious and non-religious viewpoints on abortion, euthanasia and capital punishment. We have been really impressed with the mature and sensitive attitudes of students during these topics and the deep and reflective thinking that has taken place.

## Coming up next:

**Year 7 – Christianity: Key beliefs and practices.**

**Year 8 – What is Pilgrimage?**

**Year 9 – How does suffering affect faith?**

**Year 10 – Theme 3: Issues of Good and Evil**

**Year 11 – Christian Beliefs and Practices**

## GCSE

Students in Year 10 and Year 11 have now completed mocks based on the content that has covered in lessons. Year 10 have started work on 'Issues of Human Rights' while Year 11 have re-visited Islam as we complete revision and retrieval of the topic from Year 10.

## Coming up next:

**Year 10 – Issues of Good and Evil**

**Year 11 – Christian Beliefs and Practices**

## Aspire2Be

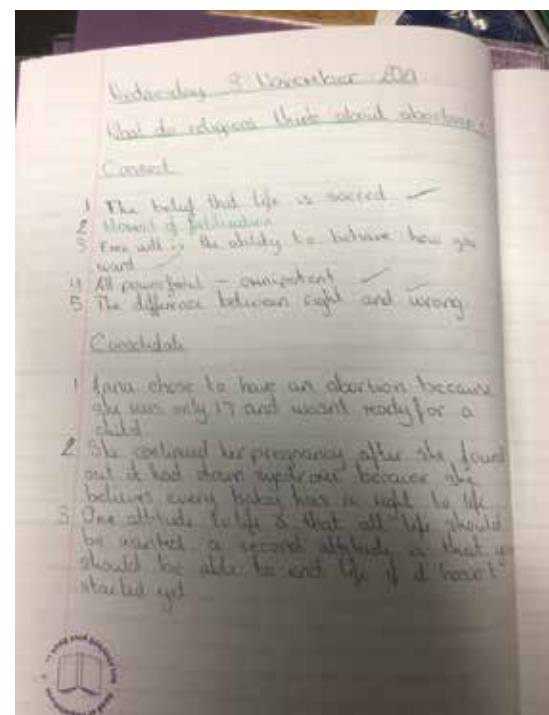
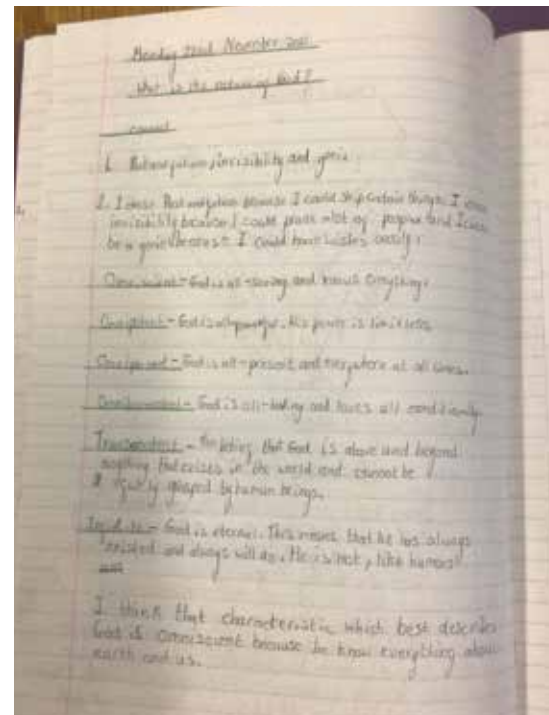
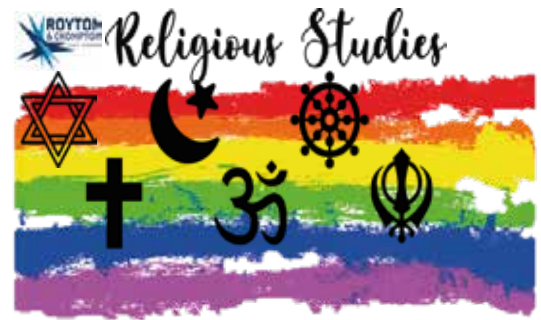
### Life Skills

Students in Year 7 to 10 have been focusing on statutory Relationships and Sex Education content this term. We have looked at healthy and unhealthy friendships and relationships, bullying, pressure within relationships and domestic violence.

Year 11 have been continued 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.

Students have also focused on how to complete application forms and interview techniques including likely questions and non-verbal communication. We have also had further visits from Oldham Sixth Form, Oldham College, The Manchester College and Crompton House to help students consider their options in more detail.

Students have also had opportunities to talk 1:1 with some of the above providers, Hopwood Hall and the Royal Air Force as part of our Future Friday careers sessions.



# MFL



Here is a Year 7 learner working during his breaktime to catch up with work he has missed and practising writing full sentences in Spanish using the new vocabulary learnt. This is the attitude to learning we love to see.



Year 8 fully engaged in their learning and practising using prepositions in Spanish with some modelled examples on the board.



Year 11 aspiring students improving their marked piece of work during MAD Time! Re-writing their work, making corrections and adding additional key information after Miss Ahmad going through WAGOLL.



Here is a Year 7 learner fully engaged in the lesson and drawing classroom items and labelling them in Spanish to practise the vocabulary.



A Year 7 class learning how plural nouns work in Spanish and demonstrating they have understood by creating and writing their own examples in Spanish. Some lovely work and brilliant ASPIRE being produced by the class!

# 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.



## 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.



## 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. Students spoke to five different members of the Lords including Baroness Wilcox, the first ever female Leader of the Welsh Local Government Association. We also got to ask questions to our new chair of the Board of Trustees, Jim Knight as part of the event organised through the Parliaments learning team.



Learn with the Lords: Question Time



# PE

## **Year 7 Curriculum:**

**Boys: Rugby or Football**

**Girls: Gymnastics or Rugby**

The half term Year 7 began with a new activity rotation following their first unit of work in Half Term 1. Focuses within the Year group remain around fundamental skill acquisition which is supported by their leadership development

## **Year 8 Curriculum**

**Boys: Basketball then Rugby / Rugby then Basketball**

**Girls: Rugby then Gymnastics / Gymnastics then Rugby**

This half term Year 8 continued on and concluded their activities from half term one. They brought all of their learning together and were formally assessed before rotating onto a new activity. Their focus is around development of their physical and leadership skills focusing on new approaches such as tactics and strategies.

## **Year 9 Curriculum**

**Boys: Basketball then Rugby / Rugby then Basketball**

**Girls: Rugby then Gymnastics / Gymnastics then Rugby**

This half term, Year 9 (who follow the same activity route as Year 8) continued on and concluded their activities from half term one. Their focus is around consolidation of all previous learning with the addition of some layered advanced physical and leadership skills.

## **Year 10 Sport Studies**

Year 10 have continued with their leadership unit of work. They have been planning their activity sessions and writing their Risk Assessments.

Year 10 during in Passport day led their sessions to a number of our Year 7 forms. Despite coaching in some difficult conditions their sessions were a real success demonstrating some high quality leadership.

## **Year 11 Sport Studies**

Year 11 Sport Studies students have been learning about contemporary issues in sport, which is their externally marked exam component of their course. They sat their Mock Exam and were tested on the various topic areas they have learnt about.

## **Year 10/11 Dance**

Year 10 dancers have now completed their jazz performance piece, 'All That Jazz' this term. The students demonstrated key movements from the jazz style and took influence from Bob Fosse. To enhance their knowledge of Fosse students are preparing to hand in their first piece of coursework relating to numerous works from Bob Fosse and detailed accounts of his inspiration and intentions. Students are now moving on to contemporary dance styles and will be looking at the works of Anne Tresa De Keersmaker.



# PE

## **Extra Curricular:**

This half term there have been some excellent football performances within all Year Groups. The Year 8 and Year 11 football team have progressed nicely into the next round of the Oldham Schools Cup. Year 8 have also continued with their impressive league campaign winning two league fixtures. Our Year 7 and 8 Girls were successful in another arranged friendly game and they with our Year 9 and 10 team are ready for their competitive season to start in the new year. A number of our Year 7 Girls also took part in an Oldham Schools 5-aside tournament held at Sonic Kicks, finishing in third place overall.

## **Interform**

This half term we have students have took part in a number of Interform PE tournaments. This aim of these tournaments have been to further promote, health and wellbeing. The aim has also been to promote fun, engagement and also additional structure intra competition. Winning form groups will be presented with certification in assemblies after Christmas.

## **Thursday Key stage 3 Dance club**

Students have been working on a piece to Black Magic which they will be performing at the Winter Show this month. The students have been developing physical skills as well as their performance skills. The club has been a great opportunity for students to meet and socialise with students from other year groups and work as a team.

## **Friday Year 10 BTEC Dance club**

This club has been open to our Year 10 BTEC dance students to further develop their performance piece for their exam. They have demonstrated excellent choreographic skills and developed stamina, strength and flexibility. The student performed their latest contemporary piece at our Year 11 presentation evening last week, which was a huge success and great to see the girls become more confident.

Well done to all of our students who participated in the Oldham Schools Cross Country event. We had full representation in every year group. Students were a credit to the Academy throughout the event with some outstanding team and individual performances. Results are currently being collated and all students will be presented with certification in assemblies after Christmas

## **Cross Country Students:**

Maisie B, Lacie Rae W, Sian A, Lola S

Jessica M, Lucia D, Ava C, Oljanna B  
Anjola O, Summer D, Fiona C, Bobbie L S,

Chloe W, Destiny W S, Lily D,

Jak H, Nathan S, Harvey A, Akram M

Evrn B, Lewis H L, TiagoD R, Declan W

Tai O'L, Jack C, Tom G, Mark B  
Harrison H, Jack F, Caleb E



## **Cross Country Students:**



# 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.



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.



# Rainbow Planet LGBT+ club

This term, Rainbow Planet have met weekly, after school and on a Wednesday in the music room.

Students have chosen a new logo for the group, which we are proud to share with you. They have created quizzes about key LGBT+ vocabulary; they have chosen their black LGBT+ heroes for black history month and have been created LGBT+ themed Christmas decorations too! They are looking forward to welcoming Kooth before the Christmas break for an LGBT+ wellbeing workshop.



# READING NEWSLETTER

Welcome to our first Reading Newsletter. This newsletter has been produced to provide support for reading at home.



## Words for Life

The [Words for Life](#) area of the National Literacy Trust. (NLT) website has a range of activities and support for parents: [Parent Support](#) and 'Zone In' activities and tips for young people: [Tips for aged 13+](#). And for lots of free activities and ideas for children aged 4-12, including [The Book of Hopes: Family Zone](#).



**The Book Trust** has top tips and lots of information about books, including a Book Finder tool and advice about which book your child might like based on the books he/she has enjoyed so far. There's a section which includes: online books, videos, quizzes, illustrator workshops, competitions and activities.

**Poetry By Heart.** A wide selection of poetry covering different topics.

**BBC Bitesize** has plenty of reading activities and audible books.

**The Reading Realm** has daily activities based on books which they are providing online.

**International Children's Digital Library** has a range of online books in a range of different languages.



**Oxford University Press** have put together a range of free advice and activities to support with home reading.

**Poetryline CLPE (Centre for Literacy in Primary Education)** has lots of free resources, including poems and videos of poets reading their poems. You need to register to access some of their site, but it is free to do so.



**Get Epic!** Offers 30 days free access to lots of non-fiction books which you can read online. Some are also audio books which you and your child can listen to.

[Multi-lingual Home Learning Support.](#) Support from the NLT for multi-lingual families at home. This link provides information for supporting younger children at home in 12+ community languages.

A couple of short stories written by Antony Horowitz. [Click here](#) to access Antony Horowitz stories.

**audible** **Audible** is offering free access to children's audiobooks whilst schools are closed. There is a range, in six different languages, which can be streamed to phone, tablet, laptop or computer for children (and you) to listen to.

The world of *David Walliams*

[Listen to David Walliams reading](#) chapters of his book *The Boy in the Dress*, aloud, with new chapters released periodically.

**Researchify.** Classic children's books in audio, PDF and Word Formats.

If you would like more advice or information on how to support your child with reading at home, then please contact our Literacy Lead: Miss Jessica Graham. [jessica.graham@e-act.org.uk](mailto:jessica.graham@e-act.org.uk)



# Thank you letter

Hi

We have just recently had a terrific collection of gifts donated by members of the Maths Department and now you are doing even more for us! It was wonderful to come in today to hear that you have given us Christmas decorations created by your young people to sell in our Shaw shop to raise money. Thank you so much. They are absolutely brilliant and I love them. It means a great deal to have the continued support of the school and please thank everyone involved.

I have been in contact with our Retail Manager to make sure that I can give you the total of the amount you have raised and I'll confirm that as soon as I can after Christmas so you can let everyone know. I've also asked that anything that is unsold comes back to me - either to return to you if you'd like us to or perhaps keep for another time. But there may be some thought of having a permanent Christmas shop at our new Hub so that may also be an alternative.

Would you be happy for me to mention what you have done with a Facebook post? I have a photo of the ornaments and I could say they are on sale and to call in to get them?

Thank you once again and I'll speak to you soon.

Yours  
Barbara

Barbara Lloyd  
Community Engagement Co-ordinator

Tel : 0161 624 9984

Website: [www.drkh.org.uk](http://www.drkh.org.uk)

Email: [barbara.lloyd@drkh.org.uk](mailto:barbara.lloyd@drkh.org.uk)

Address: Dr Kershaw's Hospice, Turf Lane, Royton, Oldham, OL2 6EU



# 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"