

The

REGISTER

ISSUE 2 | SPRING 2020



#IsolatedTogether

CORONAVIRUS - WORKING TOGETHER AS A COMMUNITY



EDITOR'S INTRODUCTION...

This isn't the introduction I expected to be writing and, like everyone during these challenging times, I am having to adapt and improvise, to make the best of an incredibly difficult situation.

I'd written my notes (and most of a school magazine) centred around sharing with you the numerous successes of the last term... in particular our recent ISA and CReSTeD inspection reports. You will most probably have seen the word 'EXCELLENT' on our social media channels, on billboards and banners around school. Whilst we are incredibly proud to have earned this accolade, now is not the time for us to be talking about excellence. Now is the time for us to demonstrate it – to the pupils that look to us for consistency and continuity – to you, their parents, who entrust your children's welfare and development to us, and to the extended Mayville 'family'.

Beyond the block-caps headline, what does 'excellence' mean? At Mayville, it has always meant that achievement is measured as much by personal wellbeing and a sense of social responsibility, as it is by individual reward or honours. The understanding of how your unique talents and interests can be of benefit to society is at the heart of our 'whole child' approach.

This has never been more relevant than it is right now – how can we hope to *'be the best that we can be'* in order to protect ourselves, our loved ones and our wider community?

This edition features information and advice that we hope will help you through these troubled times and keep you in touch with the school at the heart of our community.



Neil Hardcastle
Marketing &
Development Director

All information is correct at the time of publishing, but the situation is both unprecedented and fluid.

Our social channels will continue to feature regular updates with ideas on how we can be #IsolatedTogether. If there is anything you'd like to share, please email:

news@mayvillehighschool.net

NEWS IN BRIEF

Shortly after returning from the Christmas break, we were visited by inspection teams from both ISI and CReSTeD. The term was brought to a somewhat abrupt end, with the forced closure of all schools, under unprecedented nationwide steps to limit the spread of the Coronavirus. Although bookended by two altogether extraordinary events, the Spring Term still managed to showcase our pupils' vast array of talents and achievements:

Book Week is an annual fixture on the school calendar. Throughout the week, pupils of all ages were engaged with activities to promote reading for pleasure. These included: creative writing workshops, partnered reading sessions, author visits and book signings, literary quizzes and, of course, firm favourite 'dress-up' day.

During Book Week, we entered two Junior teams into the Portsmouth School Library Service Literature Quiz, hosted at the Pyramids Centre. We placed first and third, out of 25 teams from across Portsmouth and Southsea schools.

We entered three Senior teams into the Rotary Club 'Youth Speaks' competition. One of our teams went on to represent Mayville in the District Finals, winning a place in the South of England finals, which would have been held in late March.

Lily Gidney in Yr 10 (L5) competed in the Swim England Synchro National Age Group Championships in Manchester. She won gold in two events: duet and as part of the Reading Royals team, who were crowned 13-15 National Team Champions.

Girls Football at Mayville continues to go from strength to strength, in our first full season.

We competed in the inaugural Dance Live event at Portsmouth Guildhall. A number of our dancers have also received individual recognition in auditions and competitions.



A MESSAGE FROM THE HEAD

Looking back on this term it has been characterised by highs, lows and an astonishing amount of hard work by Mayville staff, who have proved to be an immensely resilient and responsive team to whatever challenge it is that they are faced with. In the short space of three months, I have never known quite such an intense period in education.

The stand out moment of this term was undoubtedly the incredible result of our latest inspection. It's a hard-earned testament to talented, responsive staff and pupils, and the deserved success of the School. The inspection marked the first Educational Quality Inspection visit by ISI since 2012 and the School has been on a progressive and positive trajectory since then, which it will continue to follow.

As history shows, it's often in times of crisis that communities find new ways to work together and individuals tackle unprecedented adversity but, in so doing, become their best selves. The crisis we are facing now, worldwide, demands a response rooted in concern and consideration for others. **Never has Mayville's emphasis on instilling social awareness in our pupils been more relevant or more necessary.** This aim obviously extends to the stressful lows we face currently as well our collective past and future highs.

Over the coming weeks, our thoughts and prayers will remain with our key worker parents and all families battling health concerns. I do hope that within the context we now find ourselves you will find some moments of joy with your families over the break.

Everyone at Mayville wishes you a healthy and peaceful Easter.

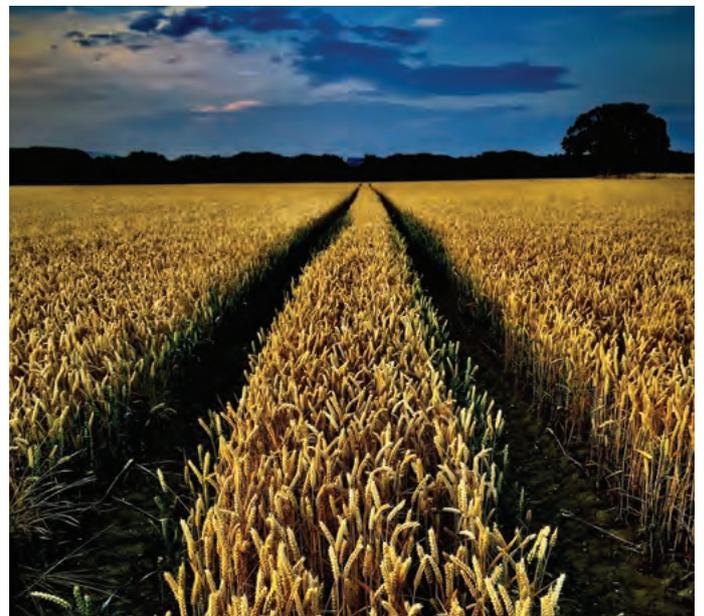


Talent showcase

FINN

Yr8 | PHOTOGRAPHER





Finn in Yr8 (L4) is a keen photographer with a great eye for composition and colour. The shots he has shared here offer a timely and much-needed window on the great outdoors.

Last year, he set up his own small creative business 'Niff Photography', selling original prints at an art fair. He recently accompanied our school photographer, shooting the Dance Live rehearsals – using a DSLR for the first time and gaining valuable 'live' experience (see p14).



If you're feeling inspired to try photography or enhance your skills whilst in lockdown, here are some free online resources to help you get started:

www.adorama.com/alc/10-best-free-online-photography-courses

www.lifewire.com/best-free-online-photography-classes-4691122

HOW TO TALK TO CHILDREN ABOUT COVID-19

Sam Cartwright-Hatton, Professor of Clinical Child Psychology. Abby Dunn, Research Fellow.

University of Sussex, and Sussex Partnership NHS Trust.

It's a worrying time, isn't it? At the Flourishing Families Clinic, we spend all our time thinking about how parents can raise happy, confident children, when they themselves are anxious. At the moment, you don't have to be a particularly anxious person to be feeling worried and upset. So, what have we learned about keeping children on an even keel, when you yourself are not? Here are some tips that we think might help in the current situation. We are using ourselves with our own children.

Should I talk to my children about this...?

Yes, DO talk about it. It is tempting to try to shield children from knowing about frightening things. But, chances are they've heard it about it school, or even nursery. And, in all likelihood, they will have heard things that have scared them. They've also probably heard things that are just plain wrong – rumours and myths do seem to flourish in playgrounds. So, DO answer any questions that your children ask. And if they don't ask any questions, try starting a conversation with them: "Have you heard anything about this new bug that is going round?". Keep your tone casual and light. Try to keep the worry out of your voice and out of your face.

What do I say...?

Start by finding out what they know. And by this, we mean, what they think they know... Ask open questions such as, "What are the kids at school saying? What do you think about it?" If they're carrying round any weird ideas ("Mr Smith the PE teacher has got it, and if you go near him YOU WILL DIE"), you can then set them straight!

How much detail do I go into...?

The general and not very helpful advice that we always give to parents is to give just enough, but not too much. By this, we mean, listen to your child and just answer the question they are asking. If your six year old has asked how you catch COVID-19, they don't need an undergraduate-level seminar in virology.



Just a few words about germs getting on our fingers and into our mouths. And if they asked about how you catch it, you don't need to start telling them about fatality rates – save that for if/when they ask. Which brings us to our next question...

How honest should I be...?

If your child asks a straightforward question about the risk of dying, do answer it. If you fudge the issue, they will make up an answer themselves and chances are it will be worse than the truth. But, again, read your child a bit, and try to give just what they need to know. So, a seven year old doesn't need to know chapter-and-verse on percentage estimates. A teenager may want detailed information and benefit from a discussion of it. But, for a younger child, a simple "most people will be just fine, but some people get very poorly and need to go to hospital and sadly, some people will die."

How much reassurance should I give...?

Give plenty of reassurance. In particular, make it very clear that children and teenagers are extremely unlikely to get very ill – a cough or a sore throat at worst. At time of writing, we don't believe that any child under 10 has died anywhere in the world. If you, yourself, are youngish and reasonable healthy, you can also

give some assurance that you are also very unlikely to get seriously ill. However, be wary of giving absolute guarantees. For instance, it is very tempting to say "Oh Granny and Grandpa will be fine, I promise!" The chances are that they will be fine, but if they are not, then it might be difficult for your child to trust your assurances in future.

Let your kids see you in control

Let your children see that you are taking steps to control the situation – feeling that your parents know what they are doing is very reassuring. So, maybe you can take everyone's temperature in the morning, and remind everyone to wash their hands lots. But, try to do these things calmly – giving an air that it's all under control, rather than a vibe that you are panicking! Even better, let your kids get involved in preparations. Maybe they can take their own temperature, or disinfect a few doorknobs. This will help them feel in control too.

Is there anything I shouldn't tell my kids...?

In general, we say that honesty is the best policy – if a child asks a question, it is best to answer it, even if you do so quite simply. However, we do advise that you keep young children (up to the age of about 10) away from all sources of news. We say this all the time – not just when there is a scary story in the news. Children just don't need that level of information. They can't put it into context, and they definitely don't need some of the scare stories that are out there. Turn off the TV and radio when the news comes on, or when people start talking about the coronavirus. Don't leave newspapers lying around.

After about the age of 10 (you know your own child best) we usually say it's OK to see a little careful news – CBBC Newsround is good for taking a calm, child-centred approach. But, watch it with them, and be ready to discuss anything that it brings up.

If your child uses the internet, be aware that there are a lot of horrible, scary stories out there. You have probably got quite good at filtering out the most ridiculous bits, but they haven't learnt how to do that yet. Keep a close eye on what they are viewing.

How do I help my kids deal with the big life changes...?

If there are going to be big life changes, explain these to kids, again keeping a calm and practical tone of voice. So, if Granny has decided to self-quarantine for a few months, do tell your child this and explain why. Explain that it is a good thing that Granny is doing to look after herself. Explain that you will chat to Granny lots on the phone and Skype.

If you can, get your children on board with any changes that are happening in your family. So, for example, one of us (SCH) has explained the need to reduce social contact to her 10-year old, and then asked her to think of ways that she could reduce her social contact. She suggested cutting circus skills this week, and then trampolining next week. In all probability, both will have been cancelled within days, but if not, she 'owns' this decision. This will hopefully mean less moaning about not being able to go, and it gives her a small feeling of control over the situation.

At Flourishing Families, we are always looking for opportunities for 'emotion coaching'. These are times when a child experiences a strong emotion, such as anger and fear. It is only through experiencing these feelings that children can learn to deal with them – with our help. So, one of us (AD) has been using her child's upset at a cancelled Easter holiday to help her daughter talk about, understand, and tolerate frustration and disappointment.





What if we get locked down...?

Children will react to a lockdown in different ways. Some will see it as an adventure, and if so, go with that! Others will take it as a sign of impending doom and will need more reassurance. If your child takes it badly, to try to keep the daily routine going as much as possible – same time to get up, same to go to bed. Do a bit of schoolwork if you like. But, spot the opportunity here – use it as a real chance to re-connect as a family. We are all so busy usually – most children say that they don't get enough time with their parents. Well, here's your chance! Play silly games, watch films together, read to them. Encourage them to take control and find ways of making new types of fun – can you play Monopoly over Skype...? Who knows – give it a go! Have fun and try to find the silver lining – if you can do that in a situation like this, you are teaching your children a truly wonderful lesson.

Children need a lot of exercise. If they don't get enough, they can get antsy and stressed and badly behaved. This might be difficult to arrange in a lockdown. Get them out in the garden if you have one – kick a ball around, bounce on the trampoline, do cartwheels. If not, see if you can find some fun dance videos online and do them together in the sitting room.

Children need a lot of play. They really do NEED it. If you've got more than one child and they play well together, great. If you haven't, then you may need to get stuck in yourself. Playing with kids

can be unbelievably dull, but dive in and try to do it. They really, really need it! With older kids, you might be able to arrange some Skype playdates.

What if I am feeling really anxious...?

Many of us are feeling quite anxious at the moment. But what if you are really struggling? The first advice is talk, talk, talk. Call a friend, Skype your sister, talk to your partner. But, try to make sure that your children do not overhear these conversations. Little ears are surprisingly good at hearing things (when they want to...) so if you are having a big worry session, make absolutely sure no children can overhear.

When we feel anxious, it is very easy to become over-protective, and this is quite bad for kids. The problem is, at the moment, we are all having to be quite protective about things – keeping clean, social contact, staying healthy. Make a big effort to stop this protectiveness from spilling over into other areas of your child's life. It's still OK to swing upside-down from the climbing frame if that's what they normally do. It's still OK to be out of sight for a few minutes, if that's what they normally do. In other words, try to be the same parent you would usually be.

If you find talking to your kids about the coronavirus too upsetting, it's OK – delegate to someone else. Get your partner to do it, or your friend – anyone who you can trust to talk calm good sense.

What if my child is very anxious...?

If your child is really struggling, here are some extra things that you can do.

- Whenever there is something scary in the news, we tell parents and children to 'look for the helpers'. So, rather than focusing on the virus, focus on the nurses and doctors who are working really hard to help people get better. Look at the scientists who are working really hard to come up with a cure. Look at the cleaners who are working really hard to keep everywhere clean and germ-free. Everyone is working together to try to sort this problem out.
- Reassure them (and yourself) that is OK to feel worried. We all feel worried at times – it's a normal human emotion. But if it really does get too much and you feel as if they are constantly worrying and looking for reassurance, you could try 'worry time'. This is a technique that we use with kids who are real worriers. It's where the parent and the child agree a time each day that will be 'worry time'. Say, 5pm, just before dinner. Then, for 20-30 minutes, sit down with your child and let them worry to their heart's content. Your job is mostly to listen. If there is a worry that you can easily resolve, do so. But, mostly listen and be sympathetic. Then outside of that time, when your child starts worrying, gently ask them to save the worry to 'worry time'. It can be a good way of getting children to start feeling a bit of control over their worries.

- Do something positive to help the situation. Helping other people is a really good way of dealing with a bad situation. It releases feel-good chemicals in our brain and makes us feel more in control. So, with your child, think of what you can do to help other people. Could you make a small donation to the local foodbank (most take cash online, if your own supplies are running low)? Can you phone an elderly neighbour and offer to get shopping for them? Do ask your child if they have any ideas.
- Do some meditation or relaxation exercises. There are tons of these on the internet. Find something aimed at children and then do it together.
- Do something fun! Fun is a great distraction – play a game, bounce on the trampoline, bake a cake. Whatever floats your child's boat.

Finally, if you have read this, you are clearly a good parent. You are making your child's wellbeing a priority at this difficult time. Remember, when they have caring parents, children are incredibly resilient. They will be fine!

This article was shared with us by Social Services





Spotlight on...

GIRLS FOOTBALL

Our U10 team brought home the first ever silverware for a girls' football team at Mayville, winning at the Portsmouth Schools Competition. An incredible achievement, given that our Yr5 (M3) girls were playing up a year in the U11 age group.

After a good group stage, the girls qualified for the semi-final of the Plate. They won the semi-final match and progressed to the final, which was a tense affair and the girls showed great character in coming back from 1-0 down to draw 1-1 with minutes left, so the final went to penalties... they were successful in winning the resulting shootout 2-1, to lift the trophy!



In our first season, girls football is going from strength to strength at Mayville. We played two U10 matches at Portsmouth High School, with both winning – Team A: 7-0, Team B: 1-0.



Our U13 girls football team had their first ever fixture, away to The Prebendal School. The combined Yr7/8 team worked hard and created a number of attempts on goal but couldn't find the back of the net!



BROOKE

Yr10 (L5)
14 yrs old

How long have you be playing football?

I've been playing for four years. I started at the beginning of year 7 for a club but I have been playing since year 4/5. I have always been one of those girls who preferred to hang around with the boys, so I naturally joined in.

Which club do you play for?

University of Portsmouth.

School team?

Yr 10 & 9 boys – we haven't got a girls' team at our age, YET!

What position(s) do you play?

I play in all positions but I mainly play left/right mid or CDM (central defensive midfield).

What has been the highlight of your season?

I can't choose. I've loved every minute of it.

What is your favourite thing about playing football?

I love to be active and being outside. I guess ever since I started playing football in my garden or in the playground at school properly, I just grew to love it.

What team do you support?

Pompey but I prefer to play football instead of watching it.

Who is your favourite player?

Cristiano Ronaldo, he is such a good player and I really look up to him.

With the season now suspended, what do you miss most?

Everything, my friends, my coach, my co-coach; I'll miss it all.

What are you doing to stay fit, with no training or matches?

Well I skateboard a lot and I go boxing but when I'm not doing that I go out and practice dribbling the ball or learning new tricks.

Would you like to give a message to any of your teammates..

I want to give a special shout out to my coach Laura. She has made me improve so much over the past season and pushes me more and more every training session to my maximum. I wouldn't be where I am now, without her help.

Anything else you'd like to add?

Be yourself and don't let anyone change who you are.



IZZY

Yr5 (M3)
9 yrs old

How long have you be playing football?

18 months.

Which club do you play for?

Meon Milton Girls.

School team?

Year 5 (M3), although I played up a year in the Portsmouth Schools U11 Competition.

What position(s) do you play?

Right wing.

What has been the highlight of your season?

Scoring a hat trick in the cup semi final (!)

What is your favourite thing about playing football?

Love being with friends and just love playing the game.

What team do you support?

Pompey .

Who is your favourite player?

Nikita Parris, Ellen White, Messi and Ben Close.

With the season now suspended, what do you miss most?

Playing football with my friends.

What are you doing to stay fit, with no training or matches?

Morning workout. Football in the garden. Walking the dog.

Would you like to give a message to any of your teammates..

We had a great season, won lots of games, including teams we've not beaten before and we will come back stronger!

Anything else you'd like to add?

I can't wait to get back playing and see all my friends.

We lost 4-3 in the cup final against a team in division above us. Next year we will win it!

Play up Pompey!

If you're interested in finding out more about girls football, or would like help finding a local club, check out the Hampshire F.A. website:

www.hampshirefa.com/players/youth/girls



Introducing...

MISS HEWITT
 SENCO | SEN DEPARTMENT

"I have worked in a variety of different schools for over 20 years and have had many roles within education, including Learning Support Assistant, Class Teacher across the 3 - 11 ranges, and co-ordinator roles in PHSE and SEND. I have always had an interest in SEND and gained knowledge and training along the way, to help me achieve the role as SENCO.

I feel it is imperative to try to remember what it was like to be a child. Every day, I aim to see the world through their eyes. I endeavour to create environments where all children are valued and respected in all that they think, say and do and to promote children's confidence and self-worth. I aim to provide children with the necessary strategies and courage to take control of their own learning, so that it lays the foundation of independent learning skills throughout their school and adult life. I will always believe that children can believe they are capable of achieving their full potential, regardless of any learning differences they have."

We'd like to thank Miss Hewitt for agreeing to be the magazine's first 'featured' member of staff. Look out for regular updates from the SEN team in future issues of The Register.

MAINTAINING A SENSE OF ROUTINE IN LOCKDOWN.

We are in an almost unbelievable situation across the world, and as hard as it is for adults to comprehend the changes we need to make to our everyday lives, it can be even harder for our pupils to do the same and especially hard for our pupils with learning differences. The one piece of advice that I can give to you all is to create a new routine. It doesn't have to be the same as everyone else; it has to work for you as a family. A routine creates comfort and a sense of stability and predictability in knowing what will happen next or tomorrow.

Create your own non-negotiables into the routine such as, being awake by a certain time, having breakfast, getting dressed, brushing teeth, lunch, dinner, shower and bedtime. Define a space for each person to work in and have that space everyday. Make the weekend different from the rest of the week.

As parents, you are already doing an amazing job but please remember to be kind to yourselves. You are not expected to be your child's 'educator', you just need to be your child's 'constant'. Your child may not remember the details about all that is happening right now, but they will remember how they felt, they will remember the strength and resilience of a family.

With the Easter holidays approaching us, it will give us all time to take a breath and take stock of the world around us. Keep to a routine, play board games, watch films together, read books and sing songs, learn a new dance routine or learn how to play the 'X-Box games' with your children. Be patient with yourselves and take comfort in the simple things we need in life: love, shelter and food.





Ideas for a weekly schedule, courtesy of www.greatmindstogether.co.uk

Before gam	Wake up		Have breakfast, get dressed, brush your teeth, make your bed, tidy your room.
9 - 10am	Exercise time		Morning walk or indoor exercise. Sensory processing, yoga, wake and shake, etc.
10- 11am	Academic time		No electronics. School work packs, reading, sharing a book.
11am - 12pm	Creative time		Lego, drawing, colouring, craft activities, singing, music, cooking/baking together.
12 - 1pm	Lunch / relax		Controlled electronics. iPads/tablets, computers and games consoles. (supervised)
1 - 1.30pm	Exercise time		See ideas listed below.
1.30 - 2.30pm	Academic time		No electronics. School work packs, reading, sharing a book.
2.30 - 3pm	Quiet time		Relax with a book, watch TV or play a board game.
3 - 4pm	Fresh air		Outdoor play or exercise indoors.
4 - 5pm	Electronics time		Supervised electronics. Educational games/apps. (see recommended list below)
5 - 6pm	Tea time		Have tea and then relax, prepare for bed/story time.

Ideas for a daily routine structure, courtesy of Holly Grove Primary School

Exercise ideas:

Jump on a trampoline, ride a scooter or bike, running/jumping games. **YouTube:** dance along to a 'Just Dance' video, **Jack Hartmann Kids Music Channel**, **Joe Wicks' daily P.E. Lesson**, Kids Yoga. Create a Go Noodle account for free fun physical activities – www.gonoodle.com. Cosmic Kids Yoga – www.cosmickids.com

Recommended websites & apps:

www.bbc.co.uk/bitesize | stem.org.uk/teaching-science-through-stories | barefootcas.org.uk | ictgames.com
rich.maths.org | letters-and-sounds.com | sciencebob.com | www.twinkl.co.uk | www.icanteach.co.uk

Recommended resources for parents:

whiterosemaths.com | www.crossboweducation.com/free-downloads | speechandlanguage.info/parents
 Learning Lockdown: youtu.be/O86ZJdlkGzc | resource-bank.scholastic.co.uk



Image courtesy: Finn



Dance Live replaced this year's Rock Challenge event at Portsmouth Guildhall, with a slightly different format – all dancers performed in front of a video backdrop, instead of set design.

Mayville's production was themed 'Carnival' – a whistle-stop world tour of festival traditions, dances and costumes, drawing its energy from a vibrant palette of light and colour.

Our 29-strong team of senior dancers performed dress rehearsals for the Junior & Senior Schools, in preparation for the competition.

SPRING TERM 2020 AB MUSIC EXAMS

Rosie Burton, Grade 1 Piano – Pass

Hannah Williams, Grade 1 Piano – Pass

Naviska Kamalendrejah, Grade 1 Piano – Pass

Sarada Pillai, Grade 2 Singing – Merit

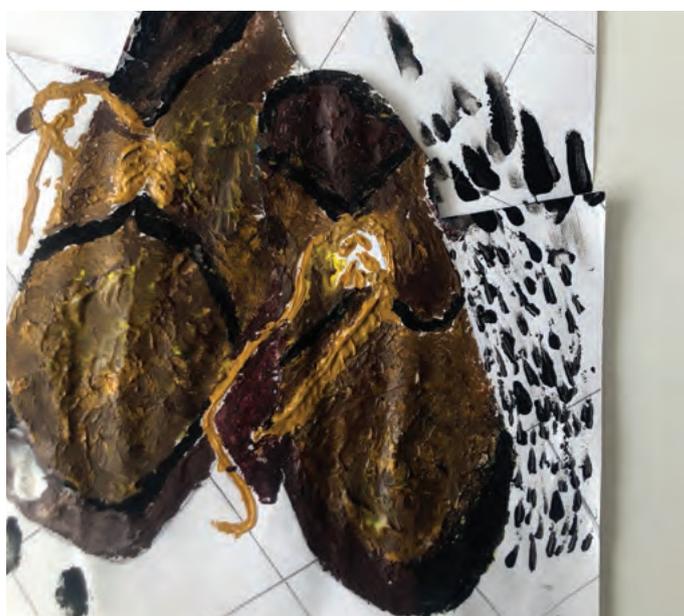
Ginny Williams, Grade 4 Piano – Pass

Megan Bradley Smith, Grade 5 Singing – Pass

Congratulations to you all!

Stay creative during lockdown:

www.facebook.com/OtiMabuse/ | www.facebook.com/diversedancemix | decca.com/greatbritishhomechorus/
www.youtube.com/channel/UCQh2wgJ5tOrxYBn6jFXsXQ | www.instagram.com/thatadamgarcia/



Yr 8 (L4) have been continuing their artwork whilst learning from home. The task was to produce their own version of one of Van Gogh's shoe paintings, observing the artist's technique and use of colour.

Miss Little was thrilled that her pupils not only overcame the technical challenge of submitting work online but that they rose to the brief with such creativity, employing a wide range of different materials.

Many of you will have planned activities, trips and days out over the Easter Holidays that are now on hold.

This provides a great opportunity to engage your children with the arts or introduce them to new experiences. A number of galleries and museums offer virtual tours, that can be taken online. Please use the links below for ideas and inspiration.

Stay creative during lockdown:

www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours

www.tate.org.uk/art | Cartoon drawing workshops with Pete McKee: www.youtube.com/watch?v=q8f8ag58jDs

IDEAS & RESOURCES FOR PARENTS

We've compiled a collection of online resources and ideas for parents, to help with remote learning and keeping busy, active and inspired during lockdown.

LANGUAGES



www.duolingo.com is free to subscribe to and can be used by pupils and adults of all ages from Junior school age upwards.



The school has a subscription to the website and app: **www.linguascope.com**



rockalingua.com is an excellent music-based website for learning Spanish.



www.memrise.com is a free app that reinforces the GCSE vocabulary specification.



www.senecalearning.com works in much the same way as Memrise, to support vocabulary.

Those looking to learn Makaton, can take advantage of TEAL UK's daily video uploads: **youtu.be/B97488JKQHM**

SCIENCE

Kew Gardens' endeavour site features a wealth of science-based challenges for pupils of all ages: **endeavour.kew.org**

Explore the night sky with Google Sky: **www.google.com/sky/**.

Science with Professor Brian Cox & Guests: **cosmicshambles.com/stayathome**



SPORT & PHYSICAL ACTIVITIES

You may have seen the P.E. Department's daily workout videos on Facebook and Instagram... if not, check them out on:

facebook.com/mayvillehighschoolsouthsea/
instagram.com/mayvillehighschool/

Cricket for Girls' Head Coach and former England Cricketer, Lydia Greenway, will be setting weekly cricket challenges to keep pupils, children and players occupied and active: **twitter.com/cricketforgirls**

www.nhs.uk/conditions/nhs-fitness-studio/ hosts a range of online fitness videos, created by fitness experts, ranging from 10 to 45 minutes.

@benjaminjohn91 on Twitter is featuring 15-20min fitness and skill workouts for young rugby and netball players to do from home, every Monday, Wednesday & Friday – updated on his YouTube: **youtube.com/channel/UCRXkfwz4tyCRWbPobk7VLDw**

As the experts in developing skills and bringing adventure to young people, Scouts want to do what they can to help.

While their focus is normally the great outdoors, they've pulled together some inspired indoor activity ideas. Keep learning new skills and having fun (and avoid hearing 'I'm bored' every 30 seconds) all in #TheGreatIndoors.

www.scouts.org.uk/the-great-indoors

ENGLISH & LITERACY

With school closures and lockdown, many children are worried or anxious about what's going on in the world. With this in mind, Young Writers have created a journal template:
www.youngwriters.co.uk/mindfulness-journal



Our Senior English department have just launched an Instagram account for book reviews, competitions and sharing pupils' work. Give them a follow:
www.instagram.com/mhs_seniorenglish/

Our Ambassador of Reading, Amber Lee Dodd, has just launched her latest book, 'The Thirteenth Home of Noah Bradley'. Pupils will, of course, be able to get copies signed when we return to school after shutdown. You can find chapter readings and activity packs on her website:
www.amberleedodd.com

Reading resources: Years 5-11 all have an ebook login from Portsmouth School Library service through portsmouth.wheelers.co This gives them access to over 3000 books online, including audio books.

For our younger pupils, parents have access to Collins Connect, which has lots of colour-banded reading scheme books that can be read online using our school password:
connect.collins.co.uk/school/portal.aspx

The Senior English Department have put together some suggested reading lists for Years 7-9 (KS3):
Year 7 | Year 8 | Year 9

MATHS

Third Space Learning are offering free home learning resources and maths packs for Primary maths (KS1 & KS2):
thirdspacelearning.com/blog/home-learning-resources/

Dr Paul Swan has collected together a number of free maths resources, for pupils of all ages:
drpaulswan.com.au/teaching-at-home

Carol Vorderman's 'The Maths Factor' offers a range of resources for 4-12 year-olds:
www.themathsfactor.com

OTHER RESOURCES

2 Simple are offering free access to Purple Mash, which hosts an 'exciting mash-up of curriculum focused activities, creative tools, programs and games to support and inspire creative learning' for primary school children:
2simple.com/free-access/

Jamie Oliver's website has some ideas to inspire children to get cooking:
www.jamieoliver.com/features/category/get-kids-cooking/

See also, Theo Michaels' 'Kids Cook with Theo':
www.theocooks.com/kids-cookalong-live/

Steve Backshall's YouTube channel features videos and live Q&A sessions to bring the wild world into your living room: youtube.com/channel/UCm-URP49TgSgyIU1rgh2m7A

eParenting have compiled a comprehensive list of revision and study guides:
eparenting.co.uk/education/50_free_revision_resources_for_gcse_a_level_11_plus_and_sats.php



Our annual ski trip took to the slopes in Mayrhofen in Austria for a week in January.

44 pupils journeyed across Europe by coach to the picturesque Tirolean resort, where they enjoyed clear blue skies, great snow and a wealth of fun après-ski activities.

We hope that you are managing to introduce some essential outdoor time into your remote learning activities.

Our scheduled trips to Calshot, Kingswood and Chateau De La Baudonniere are on hold, until we understand more about the ongoing coronavirus situation. We understand that this may also have an adverse effect on this year's Duke of Edinburgh Award expeditions and the planned Camps International expedition to Cambodia.

For those that have signed up to take part in these opportunities, we will provide updates as soon as the information becomes available to us.



Mayville &
PASTORAL CARE
 DURING THE LOCKDOWN

All of us at Mayville are having to adapt to life being very different for the time being. While a few people are still in school - if parents or carers are key workers who still need to be working in our incredible NHS, or the police force, or are some of the amazing people who are making sure we all still get food (to name just some) – most of us are learning and teaching remotely.

Being in school is about so much more than what we learn about in our subjects, it's about making friends, forming relationships and being in a community. School is also about where we learn about ourselves - who we are, what we value in life and what it means in the words of our Mayville School song to be the best we can be. Mayville is a wonderful community and, even if we're not all together at the moment, there are still many ways we can keep connected during the period of staying at home that the government needs us to follow.

While you are at home, we want to make sure that you feel just as supported as you do when

you're in school. After Easter, teachers will be organising Zoom meetings during some of your lessons, so that we all still get to talk to each other. You can still ask questions and your teachers can still give you encouragement, feedback and answer any questions you may have. We'll also still be having PSHE lessons but these will be a little bit different to what we'd planned for you all before the Coronavirus. They'll be an opportunity to talk to your tutors and the other pupils in your groups and for us to really focus on how we can all be as healthy and happy as possible in the current situation.

Until then, remember you can email your tutors or any member of staff you feel most comfortable with if you have any worries or concerns. Also remember that this situation is only temporary and, as soon as we can get back to normal in school, we will do. Do some exercise every day, get out for a walk or a play in the garden in the sunshine if you can, spend special time with loved ones, read books and eat the odd Easter egg or two!

THE MAYVILLE GUIDE TO

WELLBEING WHILE LEARNING REMOTELY

... books know best!

THE IMPORTANT STUFF...

"Why did you do all this for me?" he asked. "I don't deserve it. I've never done anything for you." "You have been my friend," replied Charlotte. "That in itself is a tremendous thing."

[Charlotte's Web, E.B. White]

Friends are some of the most important people in our lives. They make us laugh, we do fun things with them, they help us when we feel sad. Modern technology means that we're very lucky and can stay in touch with our friends easily, even when we can't see them. So, use social media and messages to stay in touch with all of your friends while you can't see them at school but remember - it's even more important now than ever to be kind and supportive. Use kind words, make each other laugh, offer support. Never, ever, ever say anything mean online. If you haven't got anything nice to say, wait until you do.

"Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it."

[Harry Potter and the Deathly Hallows, J.K. Rowling]

Apart from the fact that you can't have some of the best quotations from children's books, without including the words of a very well-known and very wise wizard, it's so true. Let's make sure our words are the ones which provide remedy at the moment, not the ones which hurt others. If, however, you feel like someone is not being as kind to you as they should, then talk to someone about it - parents and teachers. We can't help unless you let us know.

"Ferne was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly."

[Charlotte's Web, E.B. White]

Get into a good routine, especially after Easter. When we get up at the same time each day

and go to bed at the same time, our bodies and minds thank us for it. We feel better, sleep better and work better.

"We all can dance," he said, "if we find the music that we love."

[Giraffes Can't Dance, Giles Andreae]

Have lots of fun. Whether it's dancing you love, or football or running, exercise is vital for us all. Having regular exercise creates a sense of physical and mental well being that means we are the very best versions of ourselves every day. Dance in your kitchen, kick a ball around in your garden, or get yourself out with your family walking the dog. Your body and mind will thank you for it.

IF THINGS FEEL A BIT TOUGH...

"It has been a terrible, horrible, no good, very bad day. My mom says some days are like that. Even in Australia."

[Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst]

There's no getting away from it. We are all in a very different and difficult situation at the moment. Everyone in the country is affected by the Coronavirus - even if we don't know anyone who has got ill. We're all in lockdown and all of our lives have to be quite different until we're given the all clear to get back to normal. Sometimes life throws difficulties at human beings; we have no good and sometimes very bad days, but it's how we deal with them that counts.

"You have plenty of courage, I am sure," answered Oz. "All you need is confidence in yourself. There is no living thing that is not afraid when it faces danger. The true courage is in facing danger when you are afraid, and that kind of courage you have in plenty."

[The Wonderful Wizard of Oz, L Frank Baum]

In the words of a well-known saying (and a Billy Ocean song too - one for the mums and dads), when the going gets tough, the tough get going. Be confident, be resilient, be as courageous as the lion in the Wizard of Oz. You will be tapping into a whole host of skills that will set you in good stead throughout your life.

"Promise me you'll remember, you are braver than you believe, stronger than you seem, smarter than you think."

[Winnie the Pooh, A.A. Milne]

The words of this adorable, frequently silly and surprisingly wise little bear speak for themselves. Trust him. It's true!

"But the children knew, as I'm sure you know, that the worst surroundings in the world can be tolerated if the people in them are interesting and kind."

[The Bad Beginning, Lemony Snickett]

This not only takes us back to the idea of how important our friends are but our families too. Enjoy spending time with brothers, sisters, mums and dads. This is precious time that we don't normally get to spend with each other, so make the most of it. Play board games, laugh, have family walks. And when people get on your nerves (because that does happen when people spend a lot of time together), give them a bit of slack. Be forgiving. Be interesting. Be kind. Take notice of the interesting and kind people around you.

"There's no place like home."

[The Wonderful Wizard of Oz, L Frank Baum]

And back to the Wizard of Oz, right now we don't need red sparkly shoes to get us there, home really is a special place to be. Sometimes it's easy to get caught up in things that don't matter so much (those trainers we absolutely MUST have) and lose sight of the things that do matter. Really it's just people that matter.

LOOK ON THE BRIGHT SIDE...

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light."

[Harry Potter and the Prisoner of Azkaban, J.K. Rowling]

Even in the most difficult of times, there are so many positives to be found. Just one example: even though we may be feeling sad that we have to wait to go on holiday, less cars on the road and less planes in the sky means a whole lot less

pollution! There are other positives too, if we only look for them.

"Finally the Rainbow Fish had only one shining scale left. His most prized possessions had been given away, yet he was very happy."

[The Rainbow Fish, Marcus Pfister]

It's a lesson that the little rainbow fish in this wonderful story book finds out by the end. At first, he wants to keep all of his beautiful shiny scales all to himself. They make him look beautiful and he feels better than the other fish without them. When he starts to share them though, a funny thing happens...he feels better and happier the more shiny scales he gives away. We're all being asked to look after each other now, to share what we have with each other. Who knows, a funny thing may happen...

WHAT YOU CAN DO...

"UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not."

[The Lorax, Dr Seuss]

Be caring. That means caring for yourself and thinking about others around you too.

"If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

[The Twits, Roald Dahl]

Think positively. Have those good thoughts. Be like a sunbeam.

"I shall find out thousands and thousands of things!"

[The Secret Garden, Frances Hodgson Burnett]

And most of all, be productive. If you've got extra time (maybe you can't go to your usual clubs or take part in your hobbies at the moment) – use it! Time is an incredible and precious commodity. Thousands and thousands of things are not bad things to find out.

Take good care everyone. Remember that your teachers and tutors at Mayville are here for you if you need us. And that goes for parents too.

Feeling inspired to read more?

www.nhs.uk/oneyou/every-mind-matters | 10 ways to stay mentally healthy while physically distancing 10 ways to change the world from home | 10 things to explore from home



Our message to
PUPILS
 IN YEAR 11

In addition to the uncertainty and anxiety that all of us face during these extraordinary times, we know that our current Year 11 (U5) pupils have their own concerns about the future and their place in it.

Leaving school always represents a rite of passage, an essential transition into life as an independent young adult. Exams, although dreaded by many, are an essential part of that journey. The decision to cancel all summer examinations in order to fight the spread of coronavirus, will have left a number of pupils struggling to know what they are supposed to do now and for some amongst this year group, this may also involve a sense of diminished identity or purpose.

At the time of publishing, this is what we know:

- *'The Government's priority is now to ensure affected students can move on as planned to the next stage of their lives, including going into employment, starting university, college or sixth form courses, or an apprenticeship in the autumn.'*
- *'This means ensuring GCSE, A and AS level students are awarded a grade which fairly reflects the work that they have put in.'*
- *'There will also be an option to sit an exam early in the next academic year for students who wish to.'*
- *'The exam boards will be asking teachers, who know their students well, to submit their judgement about the grade that they believe the student would have received if exams had gone ahead.'*
- *'To produce this, teachers will take into account a range of evidence and data including performance on mock exams and non-exam assessment.'*
- *'The exam boards will then combine this information with other relevant data, including prior attainment, and use this information to produce a calculated grade for each student, which will be a best assessment of the work they have put in.'*

- *'The aim is to provide these calculated grades to students before the end of July.'*
- *'In terms of a permanent record, the grades will be indistinguishable from those provided in other years.'*
- *'We will also aim to ensure that the distribution of grades follows a similar pattern to that in other years, so that this year's students do not face a systematic disadvantage as a consequence of these extraordinary circumstances.'*
- *'We recognise that some students may nevertheless feel disappointed that they haven't been able to sit their exams. If they do not believe the correct process has been followed in their case they will be able to appeal on that basis.'*
- *'In addition, if they do not feel their calculated grade reflects their performance, they will have the opportunity to sit an exam at the earliest reasonable opportunity, once schools are open again. Students will also have the option to sit their exams in summer 2021.'*

All information taken from the government's website: [gov.uk/education](https://www.gov.uk/education)

The final details of exactly how Ofqual plans to implement these arrangements are due for publication in the week commencing 30/03/20. The process to ensure grades are fair across schools and colleges, as well as the proposals for appeals, is expected to be outlined by Easter. [gov.uk/government/organisations/ofqual](https://www.gov.uk/government/organisations/ofqual)

WHAT DOES THIS MEAN FOR OUR YR11 PUPILS?

Despite the somewhat abrupt end to your time in classes at the end of the spring term, your time in education at Mayville is not over.

Our teachers and staff are continuing to work tirelessly in order to ensure you get the grades that you deserve – grades that accurately reflect your individual levels of achievement, grades that acknowledge the uplift we would ordinarily expect to see between now and May/June and that aren't affected by the unpreventable disruption to your learning caused by lockdown.

As such, we ask that you continue to work in a manner as close to normal as you can manage during the school closure. The work that you produce during this time will help your teachers to evidence your progress and make the

strongest possible case for your calculated grade. Please continue to use the resources available to you on Google Classroom and complete the work that has been set for you. Our staff are dedicated to supporting you every step along the way.

ADDRESSING THE UNCERTAINTY...

We recognise that many of you may be feeling that the latter years of your secondary education have arrived at something of an anticlimax. This is an unprecedented situation. We are living through the first countrywide school shutdown in modern British history and you are the first pupils to experience such levels of disruption to your education.

You will not get to sit exams as expected but the work you have done towards them and the knowledge you have acquired is still yours to own and to be proud of. We are inordinately proud of you. The resilience, bravery and humour that you have shown in such challenging circumstances, that you continue to display, is a credit to you and will benefit you enormously, as you prepare to leave school and continue your journey into young adult life.

The philosophy at Mayville has always been about educating the 'whole child'. This means, in addition to helping you achieve your own personal best, that we hope you learn to be aware of the world around you, to be considerate of others' feelings and needs and to use your own unique talents to benefit and enrich the whole community.

It is said that 'history is a great teacher'. We currently find ourselves living in historic times. As you experience life over the coming days, weeks and months, embrace the opportunities to learn just how important that sense of community is. The future, although uncertain for now, is yours to shape, through your intentions and actions.

EBP South have put together an invaluable list of resources on career support and post-16 options, along with learning and wellbeing resources:

www.ebpsouth.co.uk/career-support-through-coronavirus



We hope that you, your family and loved ones are all staying safe and well.

Although the school buildings may be closed to all but the children of essential key workers, Mayville remains at the heart of our local community and we are dedicated to preserving continuity of care for all of our pupils and their families.

Essential updates will be sent by email, as we have them. Please don't hesitate to reach out if you have any questions or if we can provide help or support in any way.

Please follow our social channels, to keep up to date with all things Mayville



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