

As we reach the halfway point of the school year I would like to take this opportunity to thank everyone who has worked so hard to make this term of remote learning such a success.

The parents and governors have been generous and unflagging in their support of the staff and students. The staff too, have been incredible. It is hard to truly understand how much work it is to redesign all the lessons they expertly deliver in a classroom to suit a remote learning situation. All of us have been training ourselves, and others, on a variety of new apps, platforms and software. Teachers have been relentless in their efforts to provide the personal feedback that the students deserve, which is a full time job in itself. Even if it only takes ten minutes to feedback to each student, that can take five hours for a class of thirty, which could mean a total of fifteen hours if a teacher has three lessons in a day.

Most of all, the students have been phenomenal. The quality and amount of work that has been submitted has impressed us all. Human nature means that we tend to focus on the few that are not submitting work of an adequate standard, but it is incredible to think that out of the nearly fifty five thousand tasks that have been set, only a few hundred are marked as not submitted. This represents a huge level of engagement that I believe would rival any school in the country for the proportion of work that is being done.

So, I hope everyone has a lovely and relaxing break over half term. Obviously I would encourage any student who has work outstanding to devote some time to catching up ready for next term. However, we all richly deserve a full and complete break and time away from the pressures of home-school. Evenings are getting lighter, the weather may start to warm up soon, spring is not far away and we are all hoping that everyone's behaviour ensures the numbers continue to fall and we can be back at school at the earliest opportunity.

Mr Simon Bamford—Headteacher

The art featured in the newsletter is from Years 7, 8 and 9

The story starts with you.



CYBERFIRST GIRLS COMPETITION 2021

12 girls from Year 8, across 3 teams, entered the CyberFirst Girls Competition in January, which started with an online qualifier round lasting 10 days. The girls undertook numerous challenges across 4 areas; networking, logic and coding, cyber security and cryptography. The girls did exceptionally well and made huge progress in each of the categories - spending many additional hours each day, on top of their school work! The girls should be feeling very proud of their achievements.

A sample of their challenges can be seen on the next page, as well as some reflections on the competition.

Team Name;	Digital Divas	BLEC Coding	Demon Slayers
Team Members:	Megan Kinloch Lucy Bigmore Anna Kennard Evie Morel	Chloe Winters Eleni Southby Bethany Austin Lucy McCalla	Shima Smith Lily Bishop Sian Flemming Erin Abbott

Our normal numbering system uses digits 0-9 to represent all our numbers this is also known as Decimal or 'Base10' because there are 10 possible values for each digit (0, 1, 2, 3, 4, 5, 6, 7, 8, or 9).

Computers use digits 0 and 1 to display bytes of information. This is Binary or 'Base2'.

Another common numbering system is Base16 or Hexadecimal which uses 16 different characters to represent numbers. These are 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, and F. We can use two hexadecimal characters together to display computer bytes in a more human-readable form prefixed with '0x' to remind us that it's hex.

Three ways of representing the same number:

Base10: 3906

Base2 : 00001111 01000010

Base16: 0x0F 42

To show your understanding, what is the answer to:

0x58FD * 9927

Submit your answer in hex. Don't forget the **0x** at the start.

Alphabetti Spaghetti



Vowel, please? That's **bold**!

15 12 **2** 9 9 **3** 11 5 1 **2** 2

I enjoyed trying to find out answers with the clues given but it was a bit tricky without using the hints and I think my favourite challenge was Networking because I had to try and crack the codes with all my friends - Lily B

I enjoyed the competition because it was so hard, normally I'm not a person who goes for big challenges but I enjoyed this one. I can't remember my favorite challenge but they were all really hard - Shima

The part I enjoyed most about the cyber competition was working together with my friends to complete different stages challenges and getting them correct was the best feeling!

The challenge I most enjoyed was The Golden Toothbrush, where I had to translate a Spanish email which told me to put in a grid reference to find the location of the person.

Overall, I really enjoyed the cyber girls competition because it was an opportunity to try something completely new and I had so much fun as well!! - Lucy B

I really enjoyed the little secrets in the code so that you think it is asking you to do one thing but you are actually meant to do something else - Chloe

The Music Department

Things change yet again and so I adapt yet again to teach remotely. In music we have been following an Oak Academy project that has led to the students producing some excellent music. What has been so nice this time round is that the students are sending me a recording of something they have composed and performed. We have been on a journey of rhythm and sounds using body percussion and beatboxing, culminating in adding a song. I was so impressed with the body percussion and beatboxing that I thought why not get the students to sing. A bit of a risk? No way! well done everyone.

In music technology I have been doing a variety of projects ranging from short descriptive pieces, study of drones in music to Electronic Dance Music. I have introduced the students to BandLab, a free web-based recording package. Once again I have been really impressed by how the students have taken to this and already have some really impressive pieces.

Year 10 GCSE students continue with the study of World Music and have composed some impressive pieces of Indian Classical music as well as an original composition.

And finally, Year 11 are bravely soldiering on, not knowing quite how they will be assessed but continuing to work hard producing excellent NEA compositions as well as continuing to revise the listening work. some of them have also risen to the challenge of producing some amusing short "Dittys"! A fantastic attitude.

3 Langtree School students Hazel, Lola and Seb, have also taken external music exams recently, with excellent results.

Mr Henderson

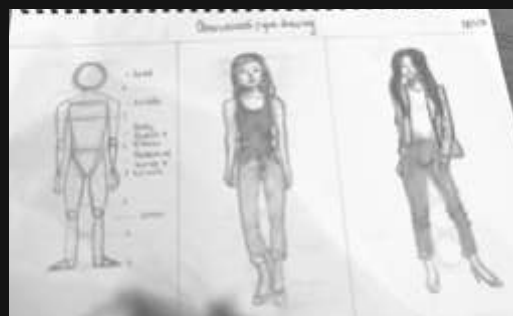
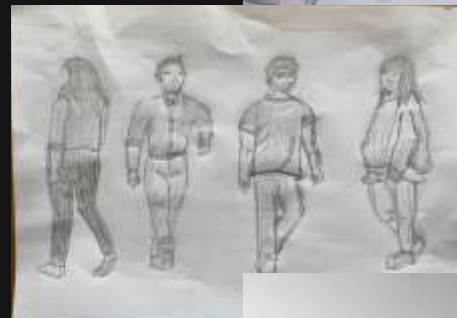
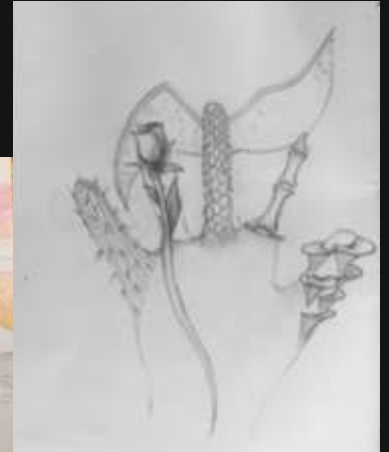


**Hazel taking her Grade 6 flute exam.
She passed with Distinction**



**Lola passed
Grade 3 piano with Merit**

Please check the website for up to date information. www.langtreeschool.com



Year 7 Spanish

We have just started the topic of 'Familia'. Year 7 were asked to produce a family tree to show their knowledge of new vocabulary and understanding of noun genders. As you can see, there were some lovely little portraits drawn and even pets were sometimes included!

Jess



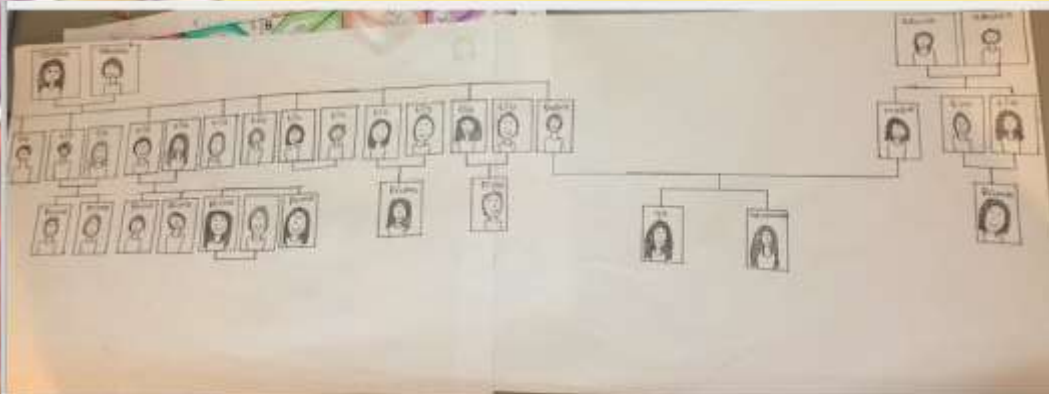
Melissa



Iona



Inez

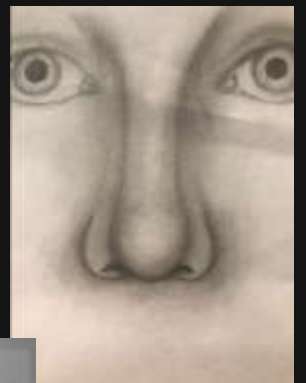


Mia



Iris





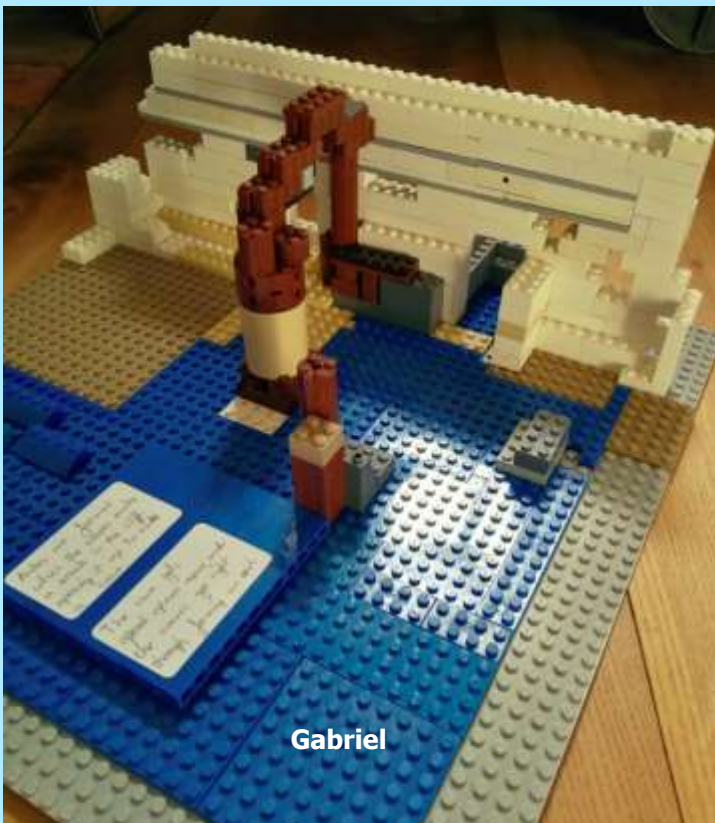
NON SCREEN EXTRAVAGANZA



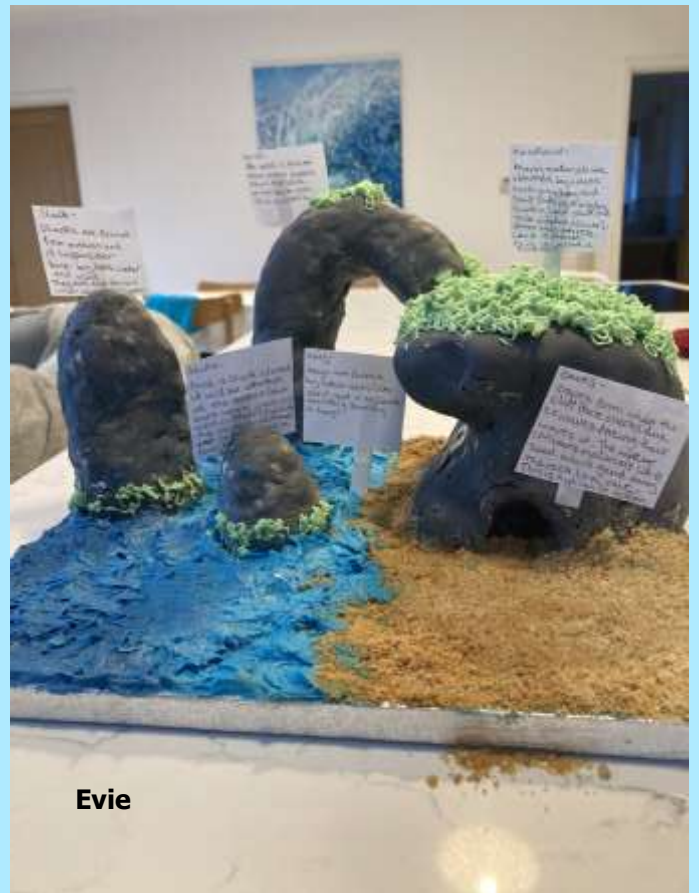
Alfie



Perdy



Gabriel



Evie

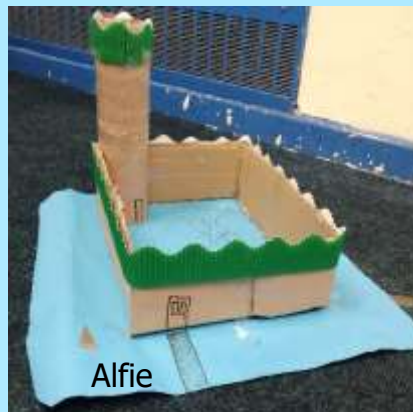
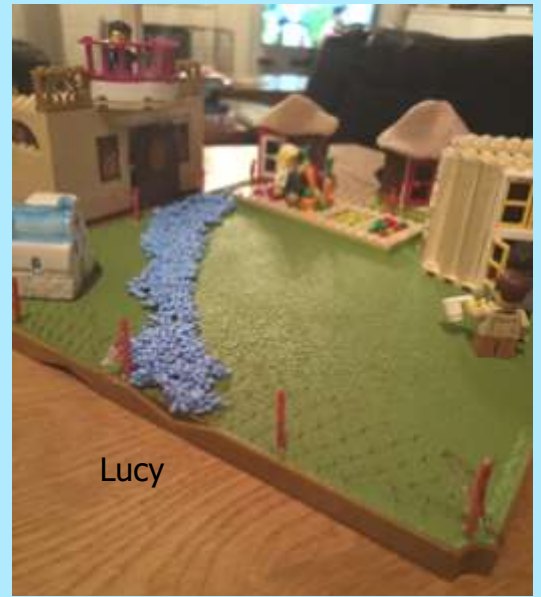


Harrison

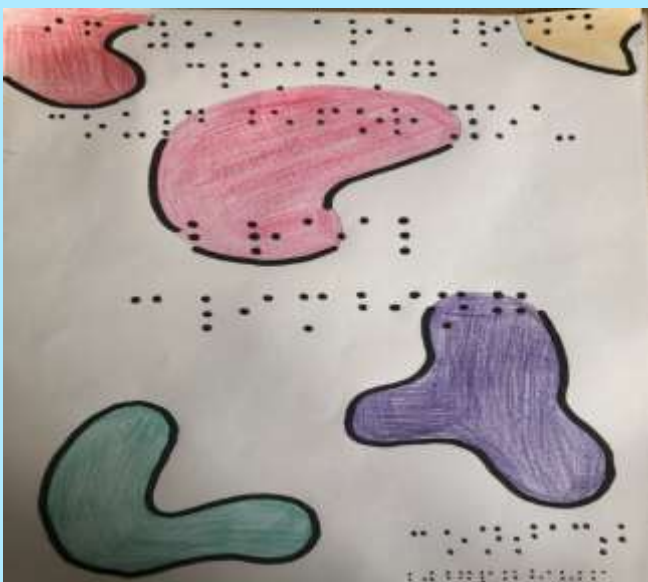
Geographers have been asked to make 3D models of the Rainforest and of Geographical landforms, there were lots of different media used, including cake and lego.

NON SCREEN EXTRAVAGANZA

In History students were set a task that would be non-screen and encourage them to exercise a bit of creativity
Their brief was to create either a Medieval Village, town or a castle



And in PE posters have been made for Disability Sport and a "Strava" art challenge resulted on this brilliant Octopus with glasses and a hat from Mia. Arabella created a poster in braille to advertise rock climbing



CHILDREN'S

Some of our students have shared some wonderful images as part of Children's Mental Health Week.

The theme this year was to **express yourself**. Our students were encouraged to express themselves through creativity - drawing, cooking, designing, writing, song writing etc.

Here is a great picture sent in by Garbiel Lord, 7JPa. It truly represents the strength and resilience we have all had to muster during these challenging times!

Emma Andrews, 7KMH, tried her hand at Origami which reminds us that we can produce something interesting out of very simple resources.

Lucy Gardner got baking and made a fantastic giant cup cake

Year 11 students Finley and Alex Clark both wrote an article for the Goring Gap news about coping in lockdown.





CHILDREN'S VOICES



CHILDREN'S VOICES

Finley Clark

I have coped really well during both lockdowns as I have kept up a good routine which has been crucial for me, this has included my daily paper round. As well as this part time job forcing me out of bed every morning at 6.30am, it has also given me fresh air, good exercise and time to think each day. I return home after delivering the last paper at 7.30am and my Mum makes my bed while I am out to ensure I don't get back in it! So, I also have longer hours in the day and aside from completing my schoolwork I have had more time to focus on my hobby - working on my TikTok account. I created this account during our first lockdown, and it has now grown to 100,000 followers. This social media platform has kept both me and hopefully my audience sane during these unsettled times. To find my short football videos go to Tok-tok and search for MadfoxFifa.



TO EXPRESS OURSELVES



TO EXPRESS OURSELVES



CHILDREN'S VOICES



CHILDREN'S VOICES

Alex Clark

Because I have kept up my early paper round each day, I have not been able to lay in bed for hours over thinking. Over both lockdowns this has helped me greatly with my mental health as I don't get the time to think too deeply about the state of our world or find the time to watch the depressing news! Having a job means I am financially independent and during lockdown I have managed to save up for new IT equipment for my bedroom setup. After completing my schoolwork, I have been lucky enough to use some of this kit to play online with some good mates from school, which has kept me sane. Having this online interaction with friends has been good for me and something that I would not have been able to do unless I had saved up my paper round money and invested in my IT equipment.



TO EXPRESS OURSELVES



HOW WE LIKE TO EXPRESS OURSELVES

TERM DATES 2020—2021

February Break – Monday 15th February – Friday 19th February 2021	
Monday 22nd February	Start of Term 4
Year 10 Exams (dates to be confirmed)	
Wednesday 31st March	End of Term 4
Thursday 1st April	Inset Day
Easter Holiday – Friday 2nd April – Friday 16th April 2021	
Monday 19th April	Start of Term 5
Monday 3rd May	May Day Bank Holiday
Friday 28th May	End of Term 5
May Holiday – Monday 31st May – Friday 4th June 2021	
Monday 7th June	Start of Term 6
Mon 12th - Fri 16th July	Activities Week Y7 Camp / Y8 France / Y10 Work Ex. (all TBC)
Monday 19th July	Sports Day
Thursday 22nd July	End of Term 6 (School closes at 12.30pm)

LANGTREE SCHOOL IS NOW CASHLESS for TRIPS / VISITS / BOOKS and EQUIPMENT

If you do not have your unique pupil code please email
the finance office:
finance@langtreeschool.com

Paying online is quick and convenient and allows you to see what you have paid and any amounts left to pay, this is particularly useful for school trips. There is a link to the online payment system on the front of the school website.



LOST PROPERTY

When lost property arrives in the school office it is checked for a name. Named lost property is then returned directly to the owner. Unnamed property is kept in the school office in the hope that it will be reclaimed. 2 or 3 times during the school year the un-named lost property will be made available in the main hall for the students to look through. please help us to return belongings to students by clearly naming all their uniform and other belongings. Thank you.

SECOND HAND UNIFORM

The school office keeps a supply of second hand uniform for students and parents / carers to purchase. We are always happy to receive donations of good quality uniform to add to the second hand cupboard.

Absence Requests (other than for medical appointments)

Parents may not authorise absence; only schools can do this. Schools may authorise any absence they deem appropriate; conversely, they can refuse to authorise any absence. Parents do not have an automatic right to withdraw students from school for a holiday, and, in law, have to apply for permission in advance. Retrospective approval may not be given. Holidays taken during term time without approval from the Headteacher will be recorded as unauthorised. Removal of your child for a holiday in term time without permission without authorisation from the Headteacher may lead to issuing of fixed penalty notice or even prosecution under section 444 of the Education Act.

What to do:

Requesting absence should be done in writing at least one month prior to the absence. If the child does not return to school after an agreed period, they may be marked as having unauthorised absence. Requests for absence should be made in writing to the Deputy Headteacher Ms S Burman, via the attendance officer: Mrs Debbie Hayward studentabsence@langtreeschool.com stating the dates of absence and the reason for the absence, the school reserves the right to seek further information about the requested absence