



A MESSAGE FROM THE HEADMASTER

We are now approaching the great Feast of Pentecost, the Descent of the Holy Spirit and the beginning of our Church. It is most appropriate of us to recall this great event which is still ongoing and includes all those students at Trinity who are preparing for their public examinations. It's all good work in the vineyard! Young people developing their potential so they too, can develop our vision of a just and compassionate society. Please join us in prayer for the success of our students in their coming examinations. **Dr P.C. Doherty OBE**

Crowning of Our Lady

This week we celebrated our annual Crowning of Our Lady Liturgy. Many thanks to all the staff and students who led our service and renewed our devotion to our Blessed Mother.



CATHOLIC LIFE IN THE SCHOOL

Pentecost



This weekend, the Church celebrates Pentecost, one of the most important feast days of the year that concludes the Easter season and celebrates the beginning of the Church. Pentecost is the celebration of the person of the Holy Spirit coming upon the Apostles, Mary, and the first followers of Jesus, who were gathered together in the Upper Room. Let us pray for one another as members of our school community, for an outpouring of the Gifts and Fruits of the Holy Spirit this Pentecost. We pray too for many of our students in Year 10 who are celebrating the Sacrament of Confirmation at this time. May the Spirit guide, inspire and sustain them in their journey in faith.

HISTORICAL ASSOCIATION WRITING COMPETITION



Each year the Historical Association runs a competition for schools to enter a piece of historical fiction. One of the key attributes of historical fiction is that it has a convincing setting in a past time and place. Examples of historic fiction include: "The Book Thief" by Markus Zusak and "Birdsong" by Sebastian Faulkes.

This year the Historical Association is asking students to write a piece of fiction linked to the theme of coronations. They can set their story in ANY period or place across the world in the past, so long as it links to the theme of coronation. Their story can be about a real coronation and the events surrounding it – whether it's an Egyptian ruler, the Oba of Benin, a Mughal emperor, the last French king or perhaps the first English queen; or it might be a fictional coronation but in an accurate and real historical context that hooks into some of the symbolism and themes around a coronation. Posters about the competition are on display in all English and History classrooms!!

Stories are to be emailed or handed into Mrs Le Gars by MONDAY 5th June.

YEAR 7 LATIN



Since October, 14 Year 7 students have been studying the Cambridge Latin Course. Students attend weekly after school lessons and have been making fantastic process. Languages are all about communication, and learning a language enables students to access the culture of the people who use it. Latin is no different. It may not have been the language of daily life for thousands of years, but there are many literary and historical sources about Roman life that it can still unlock. The course is set firmly in a Roman context, and students have been studying real historical characters – as well as fictional ones – and have been learning about the social, political and historical aspects of Roman culture. Students will begin their preparation for their formal Latin assessment which is certificated by the University of Cambridge.

All students should be congratulated on their commitment to learning Latin over the past 8 months.

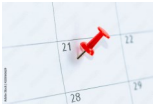


STUDY SKILL TIPS - THE POWER OF SPACED LEARNING

This is a **marathon, not a sprint** – the best way to embed information is to learn it, test it, and revisit it a few days later and then again if you can. This “**spaced repetition**” gives the brain a chance to embed the information in long-term memory. Shorter delays between studying sometimes fool the learner into thinking they know the information well because the information is more easily retrievable, but information is quickly forgotten.

Time delays between study sessions forces the learner to work harder to retrieve the information and this helps to consolidate information in long-term memory. Rather than doing a whole hour at once, it is better doing 15 minutes, four times. If you are going to master anything, you are going to have to repeat that content over and over again – there is no getting around it.

For more details valuable revision advice and online resources, please visit our **Digital Learning Hub** at: <https://www.tchs.org.uk/digital-learning-hub/>



DON'T FORGET – upcoming events

Departments will have shared revision lists and guidance with students.

Please encourage them to use these and additional resources (usually found on Microsoft Teams).

End of year exam dates

Year 9	5 - 16 & 22 June
Year 10	5 - 16 June
Year 12	12 - 23 June

Room 64 & Room 66 is open to **Year 11 & 13** exams students for independent, supervised study during lunchtime.

All Years War Gaming Club in Room 62
3.30pm—5.00pm every Tuesday.

Year 12 UCAS Exhibition—University of East London on 6 June.

All Years Chess Club in the Bethan Library
3.30pm—4.30pm every Thursday.



Star students of the fortnight



Lily A (Y7)



Ella-Rose M (Y7)



Lily P (Y12)



Dylan R (Y9)



Amelia T (Y9)



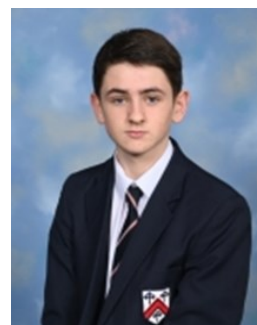
Elizabeth B (Y8)



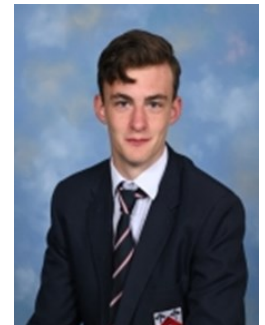
Inaya S-B (Y8)



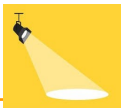
Janice W (Y12)



Aidan M (Y10)



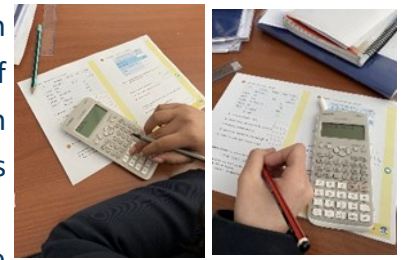
Mikey W (Y10)



SPOTLIGHT ON: FACULTY OF MATHS AND COMPUTING

KS3 Maths

This term, Year 8 lessons have been about calculating with money in lessons. This includes calculating the amount of change given when purchasing items, deciding whether they have enough money to purchase goods based on a given problem and learning key concepts regarding bank accounts and balances.



They have learned about the concepts of debit and credit and how these are applied to bank accounts. Students have also been calculating best value for money when given choices in a supermarket and using their knowledge of percentages to solve monetary problems such as finding the size of discounts in sales and working out salary increases. They say they have found these lessons useful and have been able to apply their mathematical reasoning to a number of real-life financial scenarios!

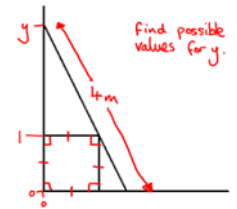
180 Year 7/8 students have taken part in the UKMT Junior Maths Challenge with lots of students achieving gold, silver and bronze certificates. Congratulations to all students on their achievements, particularly:

A Tsang (Best in Year – Year 7)

F Troni (Best in School)

Y13 Maths

With A-Levels approaching, we have turned our attention to reviewing and improving. Using feedback from assessments students have identified topics for focus. Exam practice is crucial at this stage and students have been provided with sets of hard copy resources together with a large bank of questions on every topic on Teams. There have been group discussions and we have been looking at questions that require strong problem-solving skills where students can use a variety of methods to arrive at a solution.



KS3 Computing

In Computing this term, Year 7 began by learning about 'big data'. This includes why organisations gather this data and how it is analysed. They then conducted some data analysis of their own while learning about spreadsheets and formula. Year 7 have also started to use the Python programming language. They have learned to create programs using inputs, variables and outputs and have just started to write more complex programs that use selection and iteration. Year 8 have been focusing on advanced programming activities during this term. They have been introduced to the procedural programming paradigm and have begun to link this with problem solving using key principles of computational thinking such as 'abstraction' and 'decomposition'. They have also been using more complex data structures, such as lists, in the Python programming language and been investigating key algorithms, such as bubble sort; applying their new knowledge of subroutines and lists to create a program that is able to import external data and then sort that data.

```
def main():
    # Import the data
    temp_data = list(range(1, 10))
    list(range(1, 10))
    list(range(1, 10))
    temp_data = temp_data
    print(list)
    return list

def import_data(filename):
    with open(filename, 'r') as file:
        # Read the contents of the file as a string
        contents = file.read()

        # Split the string on comma and convert each element to an integer
        integers = [int(x) for x in contents.split(',')]

    return integers
```

```
tries = 1
print("What is the capital city of England?")
answer = input()
while answer != "London":
    tries = tries + 1
    print("Wrong answer, try again!")
    answer = input()
print("Correct. You took")
print(tries)
print("attempts")
```

Year 11 students prepare for A Level study

20 students in Year 11 have taken the opportunity to attend extra-curricular lessons to study for the Free Standing Maths Qualification: Additional Maths.

This enriching and challenging course consolidates and develops GCSE mathematical skills and encourages students to recognise the importance of mathematics in their own lives and to society.

Some students have included the course in the Skills section of their Duke of Edinburgh's Award Scheme and, as it is a Level 3 qualification, students may also gain up to 10 UCAS points which may be used in university applications.





SCHOLARS PROGRAMME GRADUATION DAY



After 3 months of hard work taking part in the Scholars Programme, 14 students visited Brasenose College - University of Oxford, to graduate from the programme. The students completed extended essays on 'What is News?' **All 14 students achieved a First Class pass, the top grade possible!**

The Scholars Programme course allowed students to explore the following:

- The world we live in is obsessed with instant news, news feeds, columns, programmes and bulletins. But what did people do before the internet, TV, or even journalists existed?
- How did people know what was going on in the world?
- How did they consume and purchase news?

The course takes students back to the early 1800's, and moves forward thinking about ideas such as, is it a constitutional right and freedom of the press.

The graduation day began early with a 7am train journey. Once the students arrived at Brasenose College, there was a short tour of Oxford followed by the graduation ceremony. Afterwards they enjoyed a full tour of Brasenose College, including the chapel, library, JCR and student rooms. During lunch at the college, there was even time for a game of Croquet! After lunch, the students embarked on a walk around the city sights. A great insight into life at a top university!

TRINITY SPORTING SUCCESS



'#Let Girls Play' Football League Year 8s were battling it out on the Astro and the Year 9s on the grass pitches in Frenford on 24 May. Dazzling skills, expert teamwork after months playing together and killer instincts meant that both teams represented Redbridge phenomenally. We're so proud of our Year 8s who came 4th from 16 teams and our Year 9s who won the trophy as East London Champions! Thanks to Ms Hart for supporting the teams so well.



Congratulations to our victorious Year 10 boys football team who won the district cup against Ilford on 23 May. Great performances all round but in particular Alfie who scored a hat trick in the game!



SAFEGUARDING SNIPPET

Free workshops open to all Redbridge Parents and Carers - 12 - 16 June 2023

Redbridge Mental Health Support Team provides targeted mental health support for children and young people as well as training and support for staff in 18 Redbridge schools.

Sessions include: Digital resilience—supporting healthy screen time, Supporting a child who is anxious to attend school, Supporting children and teens who struggle with low mood and motivation and Managing behaviours which challenge in adolescents.



<https://www.redbridge.gov.uk/schools/educational-psychology-service/redbridge-mental-health-support-team-mhst>