





## MESSAGE FROM MR JACKSON



Dear Parent / Carer

I would like to take this opportunity to thank you for your continued support over what has been another challenging term. It has been an absolute delight to have students back at the academy for the past four weeks – they have met the ever changing demands placed upon them and their approach to testing was first rate as was commented on by several of our testing staff employed from the community.

The return to the academy has been extremely smooth and I have been impressed with how well the students returned to the 'WLA way' and how they have adapted to the wearing of face coverings all day – this will be reviewed by the government over the Easter break and I will report back as soon as I have further information.

For Year 11 and Year 13 the next half term is of vital importance as teachers begin to gather the evidence they need to award you your GCSE, A Level or BTEC grades – please ensure you are ready to hit the ground running when we return on Monday 19th April – every lesson and piece of work really does count!

Whilst the predicted warmer weather, the relaxing of COVID regulations and the increase in vaccinations is good news, we must be aware the virus is still in our community – please could I encourage you to continue to engage with the government's advice with regards to mitigations and reduced social contact – our aim is to ensure that transmission is kept as low as possible when we return after Easter.

### Testing at home throughout the Easter holidays

Following the success of the asymptomatic testing programme on the return to the academy, it is vital students keep testing at home throughout the break and into the summer term. Please:

- continue to test twice weekly over the Easter holidays
- report results online as this information is critical in helping us to understand the prevalence of the virus across the country
- continue to report the results to the academy
- test before returning to the academy on **Monday 19th April**, preferably the night before

As part of our academy contact tracing system we ask that if your child develops symptoms or tests positive for COVID within 48 hours of attending the academy (that is before 3pm on Saturday 3rd April) this is reported to [covid.wla@westlakesmat.org.uk](mailto:covid.wla@westlakesmat.org.uk). We will then contact you directly for further details. Any positive results from a home test kit must be followed up with a PCR test at a test centre.

If a student develops symptoms after 3pm on Saturday 3rd April or tests positive via their LFT test, they should go for a PCR test and positive cases dealt with by contacting NHS Test and Trace – our [covid.wla@westlakesmat.org.uk](mailto:covid.wla@westlakesmat.org.uk) will remain open and monitored until Thursday 8th April for the reporting of such cases. The email address will re-open on Saturday 17th April to report any subsequent cases.

I hope you all have a restful Easter and the opportunity to finally reunite with some friends and family as we come to the end of what I sincerely hope is the final lockdown.

Best wishes,

Mr. J. Jackson

Principal of West Lakes Academy

## STAYING HEALTHY OVER LOCKDOWN

Since the announcement of the first lockdown, WLA PE department have constantly been trying to source new ways to keep our students active and healthy. Our department priority was to make sure that students were keeping active – and we offered a variety of ways that all our students could achieve this task.

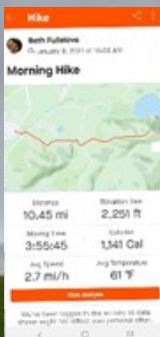
As a school, our students are so able in such a number of different ways, we wanted to use this time to our advantage, and allow the students to not only showcase what they can do, but to develop their skills and attributes in ways they would never have been able to in normal circumstances. As a department, we have been blown away by our students' resilience, determination, motivation and effort when it came to keeping their minds and bodies active and healthy.

Back in May, we introduced the TikTok toilet roll challenge - where we encouraged students to “throw a toilet roll” to show that even though we were apart, we were still connected.

Throughout all of our lockdown times, we have been hugely impressed with our overall student effort and participation in the activities set - and our final teams challenge was by far our most active:

Over the course of one week we set a Year Group Step Challenge – to see which year group as a whole could walk the greatest amount of steps. This included all staff attached to the year group too – and quickly became a whole school effort. It was lovely to see year groups working together, working hard to achieve as many steps as they could.

In the end, Year 7 emerged victorious, walking a huge 561 miles in one week. Well done to Year 7, and well done to all students and staff, who put effort into achieving and maintaining a healthy body and mind in lockdown!!



## MENTAL WELLBEING

Mental wellbeing continued to be of paramount important during the recent lockdown and as we have come back to school. During the recent lockdown, we used our EduLink check in system to communicate daily with our students. Tutors held a Wednesday session with students to check in on them and keep up connections with the academy and the Academy Leadership Group (ALG) delivered assemblies for all year groups that focused on mental health and well being.

Since we have returned, all students have completed another student well being survey so that tutors can hear from their tutor groups and see how we can further support students as they have come back to the academy.

## HEALTHY EATING

Students have also learnt about how to make healthy dietary choices over lockdown.

Year 7 students have been learning about the eight healthy tips for eating as well as being introduced to the Eatwell Guide. They had to design a healthy breakfast idea as part of their new learning.

Year 9 students were challenged with coming up with a recipe and production plan to meet a specific dietary need. Each student chose one they felt confident with, stretched themselves and created complex dishes and evaluated their practical as part of their homework.

KS3 Practical evaluation **Dish: chicken tikka masala Name: Darcie McGill Date: 25/09/2020**

**Aim of practical:** What was the purpose of your practical work today? (nutrition; skill demonstration; meeting brief; modifying recipe) Be specific:  
The aim was to meet specific dietary needs, which was what Darcie? I was aiming to do a dish for people with diabetes.

**Skills used.** Use table overleaf. Be specific:  
I used the claw and bridge grab, simmering, peeling, slicing, dicing and cooking meat proly.

**Photo (annotated) Excellent**

Chicken  
Peppers  
Onion  
Passata  
Cauliflower rice  
Tikka paste  
Dairy free greek yogurt

**Teacher/peer comments:**  
**Successes:** A great first practical in Yr. 9 Darcie, well done. You covered lots of areas in your evaluation and annotated lovely.

**Target:7**

**Action:** Elaborate more in your evaluation and be specific

**Student response RED pen – be specific on how you will meet your target:**

**Sensory evaluation:1-5**

Te	Ap	Te	Ar	Ta
ste	pe	xt	o	ste
r	ar	sur	ma	
	an	e		
	ce			
C	2	4	4	3
S	2	4	5	R
D	1	4	5	3

**Nutrition:** how dish meets government guidelines (Eatwell Guide, 8 tips for healthy living); nutritional analysis plus comments (Nutrition Program)  
This didn't have much carbohydrates, there was 2 portions of veg, there was no fish in the meal, there wasn't much fat or sugar in it and I didn't add any extra salt in it.  
**What about your proteins and the 8 tips for healthy eating?** There was 23g of protein in the dish. Meal based on carbs, lots of fruits and veg, oily fish, not a lot of saturated fat and sugar, there was no added salt, lots of exercise, drink plenty, don't skip breakfast.  
Number of processes: 5

**Successes:** What skills worked well, how good was your timing, clearing up, cooker management skills etc. The cutting, grating and cooking went well. My timing was good but I could of done better with it. I did well with some of the management skills.  
**What part of the timing and management specifically would you expand on and better for next time?** Leaving the chicken to cook for longer before I add the rest of the ingredients.



## LOCKDOWN LANGUAGE LEARNING

Our Modern Foreign Languages department know how important it is to learn about other cultures, especially at a time when overseas travel is so limited.

Year 10 student Megan Matthews worked hard to keep learning French over lockdown. She told us:

I have continued using Duolingo. I find it easy to use and really helpful as I was to become more fluent in the language and know more common/conversational phrases, which is also why I attended the speaking club last week! I would love to spend time in France when I'm older and perhaps even live and work there so the app has been helpful to learn how to talk about more casual topics, and it helps me practice my listening and pronunciation of things we have learned in class.

The Language Gym has also been helpful in revision as it makes you do things over until you get it correct which really helps with things sticking in my memory. It also good that there are many games to suit a person's style of learning.

## DUOLINGO CHAMPION

Flynn Purdham (year 8) has completed an incredible year-long streak of using Duolingo every day!

Flynn says: "My motivation was to get better at French and improve which I think I've done. It was a struggle at first but kept going and will keep going."



## FRENCH SPEAKING CLUB

"If you talk to a man in a language he understands, that goes to his head. If you talk to a man in his own language that goes to his heart." -Nelson Mandela.

There are currently 6219 languages spoken in the world. That's 6219 different ways of expressing ideas and 6219 different ways of seeing and thinking about the world. Contrary to popular belief, the majority of the world's population doesn't speak a word of English. About 95% of the world's population doesn't speak English as their first language and an estimated 75% don't speak English at all. Never in history have we needed linguists as much as we do now. With businesses trading across the world and the internet bringing communities from around the globe together, linguistic and cultural awareness have never been so important. Meeting this challenge head on is a job no translation app or algorithm could ever achieve, this is a job for a linguist! A challenge that a dedicated group of our year 10s are rising to meet!

It is so encouraging to see our year 10 students with an eye to broadening their horizons and a goal of understanding other people, cultures and seeing the world in a different way. Some students' ambitions go far beyond Cumbria, wanting to live and work abroad and see the world, with others wanting to connect with other people and cultures. Our little group of 9 (although there is always room for more!) have been full of enthusiasm, an impressive level of French, lots of laughs, and great film and music recommendations! Every Monday we are meeting to chat in French and improve our fluency so that we can meet the challenges of a global community head on and have fun doing so! Becoming a great linguist requires time and dedication and the ability to be brave and resilient, but it's also highly rewarding and lots of fun. If you pass S26 on a Monday afternoon you will certainly hear the French and the laughter! And any Year 10 students who would like to improve their French speaking and join our band of budding linguists are very welcome! Venez nombreux! Et Bravo les linguists!



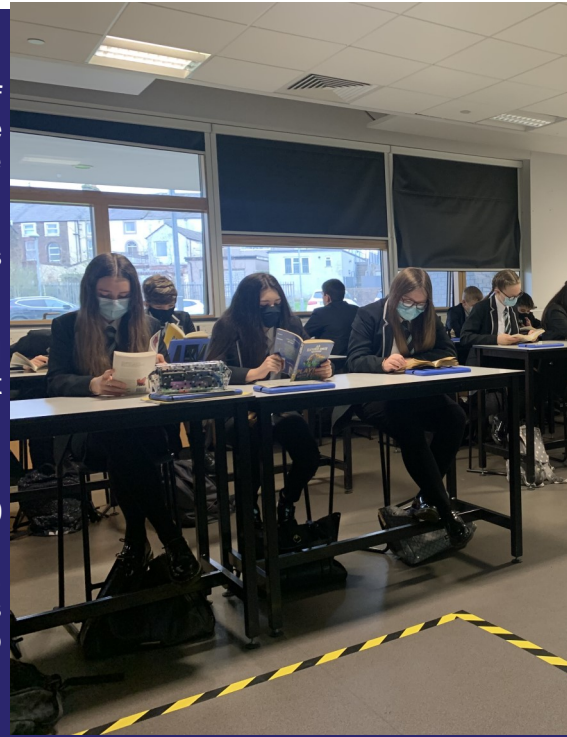
## MILLION MINUTES READING CHALLENGE

We know at West Lakes Academy that introducing all children to the habit of reading in everyday life can improve communications skills and brighten future prospects, unlocking new worlds and possibilities. So we decided to involve the students and staff in this challenge.

Ten minutes of reading a day can make a huge impact to a child's development, so imagine what 200 million minutes could achieve.

We hope that participating in the 200 Million Minutes Reading Challenge will encourage more students and staff to read, and to read for longer, both at school and at home.

On Thursday 4th March 2021, David Gandy and Achievement for All launched the annual reading challenge across the globe to attempt to read for 200 MILLION MINUTES! The challenge runs from World Book Day (Thursday 4th March 2021), until Children's Book Day (Wednesday 31st March 2021). During which time schools, families, libraries, community groups, businesses and organisations from across the world are asked to join in order to help achieve this never-before-reached target! Our academy has so far read for over 500000 minutes!



## INSPIRATIONAL ART

Students from all year groups have created some stunning art pieces this term. In particular, Year 7 have been focusing on botanicals and have used ink and paper to create a mono print of a botanical plant. Here's a small selection of their work:



## ODD SOCKS DAY

As an academy, we have supported odd socks day for a number of years. We believe it is important to raise awareness and understanding about Down's Syndrome, as well as celebrate those with a super chromosome.

To do this we've encouraged staff and students to #RockOurSocks. Socks were chosen as a symbol for WDS because chromosomes are shaped like socks, and those with Down Syndrome have an extra super chromosome, so this is a wonderful way to celebrate and spread awareness! Students and staff at school have worn their funky, bright, colourful socks in order to promote conversation and explain to others why Trisomy 21 is celebrated on the 21st of March.

Thank you to everyone who got involved – it created a wonderful atmosphere in the academy.



**TERM DATES 2021/22**

<b>AUTUMN TERM 2021 STARTS</b>	<b>ENDS</b>	<b>HALF TERM HOLIDAY</b>
Monday 6 <sup>th</sup> September	Friday 17 <sup>th</sup> December	Monday 25 <sup>th</sup> October – Friday 29 <sup>th</sup> October
Number of school days in term – 70		

<b>SPRING TERM 2022 STARTS</b>	<b>ENDS</b>	<b>HALF TERM HOLIDAY</b>
Thursday 6 <sup>th</sup> January	Friday 1 <sup>st</sup> April	Monday 14 <sup>th</sup> February – Friday 18 <sup>th</sup> February
Number of school days in term – 57		

<b>SUMMER TERM 2022 STARTS</b>	<b>ENDS</b>	<b>HALF TERM HOLIDAY</b>
Tuesday 19 <sup>th</sup> April	Thursday 21 <sup>st</sup> July	Monday 30 <sup>th</sup> May – Friday 3 <sup>rd</sup> June
Number of school days in term – 63		
<b>Good Friday – 15 April 2022</b> <b>Easter Monday – 18 April 2022</b> <b>Early May Bank Holiday – 2 May 2022</b>		

Number of Days in Year – 190

**Inset Sessions**

Thursday 2<sup>nd</sup> and Friday 3<sup>rd</sup> September 2021  
 Tuesday 4<sup>th</sup> and Wednesday 5<sup>th</sup> January 2022