

Ruislip High School NEWSLETTER

Spring 2021

THE RUISLIP HIGH SCHOOL EXPANSION PROJECT HAS REACHED THE HOME STRAIGHT



Year 13 students have been the first to use the new building for their lessons

From its inception at the start of 2015, the journey has been a long one. Building issues and particularly COVID have put the completion date back on what felt like a regular basis. Whilst there are still some final adjustments to make, we are very happy to announce that lessons are now taking place in Ruislip High School's latest addition, E-wing!

Since our return from the second lock down, Year 13 students have been the first to use the new building for their lessons. They have also had the opportunity to use the ground floor common room and the quiet study areas above.

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The Ruislip High School Expansion Project has Reached the Home Straight.

Over the coming Easter break, we plan to put in a cafeteria-style refectory on the ground floor. This will greatly enhance the student experience and give our growing sixth form the modern, up-to-date area that they deserve.

We have also seen students from other year groups benefit from the project. We now have a large covered area of outside space available to all year groups. The picnic seating here has proved extremely popular at lunch and break times. Once the garden area behind E-wing has matured, it too will become a well-utilised space. For the PE department, improvements to the changing rooms will greatly help with PE lessons once COVID restrictions have been lifted. Better still though is the relaid astro turf pitch which is already in full use.

Future developments in E-wing will see the new hall completed with a stage and production lighting for assemblies, presentation evenings and drama productions.

This project has been transformational for Ruislip High and sees the school enter a new chapter in its life; it is a provision that will benefit our school community for many years to come.



Sixth Form students utilising the new study area

HEADTEACHER'S NEWS



As we head towards the end of the strangest of spring terms (well, perhaps with the exception of last year's), I could not be prouder of how the entire school community has approached yet another incredibly challenging term. As the contents of this newsletter again demonstrates, despite the current situation, a great deal has been achieved by students and staff this term.

As we passed the one-year anniversary last week of the first national lockdown, I am sure many of us have been reflecting on the events of the past twelve months. I know many families have been affected directly and indirectly by COVID-19 and my thoughts are with the members of our community who I know have suffered bereavement. As a school community I feel as if we have been through a great deal together and we have emerged as a stronger more cohesive community as a result of the adversity we have had to endure. With the success of the vaccination programme I have a real sense of hope that the national roadmap, with a staged reduction in some of the restrictions, will be realised.

A real highlight of the past few weeks has been seeing the new building occupied by our students for the first time. This has largely been Year 13 students (although 8S also occupy one of the classrooms) and it has been great to see our sixth formers benefiting from the state-of-the-art facilities. I remain very hopeful that, once current restrictions are lifted, Year 12 can also begin using the facilities in the near future.

Twelve months ago there is no way anyone could ever have imagined that for two weeks of this term our school sports hall would have been transformed into a testing centre, with nearly three thousand lateral flow tests being carried out. I am incredibly grateful to the school staff and volunteers who ran such a well structured and organised operation. It was noticeable that a number of former students supported the testing; although not the way I would like to have been welcoming back our alumni, it was great to see some old faces again and it just added to the sense of community that was felt by all involved. I would also say that the students were magnificent; I am sure there were a number who felt anxious but they could not have conducted themselves any better and they made the challenging job the school staff had to undertake as straightforward as possible.

It has been a very strange few weeks back in school with the wearing of masks around the site and in classrooms making it anything but a normal term. Again, I would say the students have been excellent and I could not have asked more of students and staff in the way they have approached adhering to this important public health measure. I am hopeful that these measures will not be with us for too long and will of course keep parents updated with any changes in the guidance.

I am also delighted that this newsletter contains a number of non-COVID stories and I know the staff in particular have embraced the PE department's 'Race to Tokyo' fitness drive.

I am also delighted that a significant amount of money is being raised to support the school's three chosen charities. It was also great to join in with the staff, student and parent 'music bingo' event that took place last Friday. Organised by Ms Ohana and hosted by Mr Randall and Mr Elsby, it was a pleasure to see students, staff and parents all participating in the online community event that demonstrated the community spirit that has epitomised Ruislip High School over these past twelve months.

Finally, I would like to wish all families a restful Easter break and thank you all once again for your continued support.

SIXTH FORM SPEAKERS



A photo from the '3 Secrets of Resilient People' TED Talk with Dr Lucy Hone, University of Canterbury, New Zealand.

Ruislip High's Sixth Form has featured external speaker visitors as part of the regular timetable for Year 12 students since 2016. Each talk is based around one of the '3Cs' of careers, current affairs and culture. This year, while the school is unable to welcome external visitors on site, the programme has continued online. In the spring term, the speaker programme has featured

TED Talks for students to enjoy and learn from. This is a global community of inspirational speakers, with content available to view online at www.ted.com talks. Following each talk, students complete a google form task to reflect on what each speaker has to say.

In the spring term, students have considered themes including:

- 3 Secrets of Resilient People (Dr Lucy Hone).
- How video games affect the brain (there are positives!) (Professor Daphne Bavelier).
- TikTok, Instagram, Snapchat – and the rise of bite-sized digital content (digital strategist Qiuqing Tai).
- Why do we, like, hesitate when we, um, speak? (Lorenzo García-Amaya, University of Michigan).
- Budgeting with your money (Wendy De La Rosa, financial adviser).

YEAR 12 NEWS

Although Year 12 students have faced challenges over the past term as a result of lockdown and remote learning, their hard work and progress has continued in a way that is testament to their admirable resilience and work ethic. As a collective, the year group has been awarded over 700 points for excellent effort and exceptional work throughout the school closure period, with many students demonstrating the outstanding knowledge and skills they have learned over the last 6 months through impressive pieces of online work.

Alongside their academic studies, Year 12 students have also been preparing for their post-18 journeys. Although the post-18 application process officially begins for Year 12 students in the summer term, students have been encouraged to build evidence for their post-18 applications since the start of Year 12. Students began their post-18 journeys with their personal and professional growth (PPG) one-to-one meetings with their tutors in the autumn term. These meetings guided students through the different post-18 routes available to them and gave students an opportunity to discuss their preferred route with their tutors. The second phase of PPG meetings has now begun and these meetings will enable students to continue their in-depth research into their post-18 options by supporting students to create university and apprenticeship shortlists for the courses and institutions that they are interested in.

As part of the preparations for their post-18 applications, students receive a weekly email outlining online work experience opportunities, wider reading, online courses and virtual university taster days that they can apply for. This evidence-building is a crucial part of students' post-18 preparations as it demonstrates their passion and desire to pursue their chosen post-18 route. A number of Year 12 students have already been successful in securing virtual extra-curricular opportunities and these are listed below:

- Winta Mussie - entered the Grayson Art Club competition and won. Her work was broadcasted on Channel 4's Grayson Art Club.
- Suheyb Abdullahi - aspire work experience programme at Imperial College London.
- Emily Chaveli - allied health mentor programme.
- Naysa Carceller Castillo - work experience placement with VisitBritain.
- Abigail Clarke - careers skills webinar and primary school work experience placement.
- Lily Tricker - NHS work experience placement.
- Amelia Mysiak - work experience placement with a social enterprise set-up to empower young people to engage with politics.
- Edris Tukhi - work experience placement with Santander.
- Mohamed El-Khouki Jadaari - work experience placement at Johnson Matthey.
- Aliza Alam - work experience placement at Johnson Matthey.

As I have said to the students, the resilience and determination that Year 12 students have shown over the school closure period and the no less challenging times in between is extremely impressive and has made me very proud to be their Head of Year. I am confident that the students' excellent attitude will continue over the course of the academic year.

I wish you all a safe and pleasant Easter break.

Mr B Karimi
Head of Year 12

SUMDOG HILLINGDON



Year 7 students from Ruislip High have taken part in another 'Sumdog Hillingdon' maths competition.

This was an online event which took place between 22nd- 26th January and students were competing against other schools in Hillingdon.

There were lots of participants and two of our students made it to the top 10: Richman K and Maria G.

The final leaderboard showed class 7v/Ma1 in the great second position and class 7z/Ma1 in the sixth place.

LATERAL FLOW DEVICE (LFD) TESTING



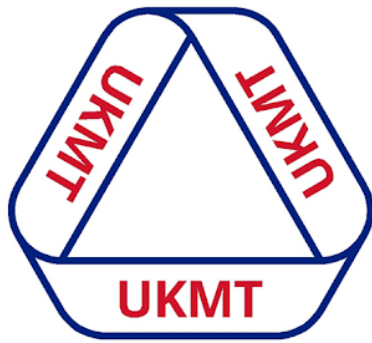
To assist with our safe return to school the RHS sports hall was transformed into a proficient testing centre for our students. It is incredible to think that a total of 2821 tests were administered during this time.

Three on-site tests were offered to all students so that they had the opportunity to conduct these under the supervision of trained

staff. The testing team was made up of a number of RHS staff as well as a number of alumni and volunteers. The testing process was executed with military precision and students were exemplary throughout.

All students have now transitioned to home-testing kits so that they can perform their tests at home. Along with the other protective measures adopted by the school these tests will help staff and students remain in school safely.

MATHEMATICS NEWS



United Kingdom Mathematics Trust

The Mathematics Department took part in the UKMT, a Mathematical Challenge enrichment activity online which is a multiple-choice competition aimed at students across the UK to encourage a love for problem solving and promote team work.

It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems. The problems on the Junior Mathematical Challenge are designed to make students think. Most are accessible, yet still challenge those with more experience.

Year 9 and year 11 students have already participated in this challenge. The Junior Mathematical Challenge for year 7 will take place over 4 days (26th-29th April 2021).

Every school receives certificates to award to their best performers and the top 40% of students nationwide receive a gold, silver or bronze certificate. The best performers in the UK will be invited to follow-on activities including the new Junior Kangaroo, and the Junior Maths Olympiad.

Here are two questions for year 7 to try out:

JMC 2012, Q7

A small ink cartridge has enough ink to print 600 pages. Three small cartridges can print as many pages as two medium cartridges. Three medium cartridges can print as many pages as two large cartridges. How many pages can be printed using a large cartridge?

A 1200 B 1350 C 1800 D 2400 E 5400

JMC 2014, Q19

Jack and Jill played a game for two people. In each game, the winner was awarded 2 points and the loser 1 point. No games were drawn. Jack won exactly 4 games and Jill had a final score of 10 points. How many games did they play?

A 5 B 6 C 7 D 8 E impossible to determine

GEOGRAPHY NEWS

This term the Geography Department has been delighted with the adept way students are using remote learning technology. Through sharing files, and delivering a mix of live and pre-recorded lessons, the department has covered some of its favourite topics with each year group.

A-level Geography

The Year 13 students have been working towards completing the A-level course with topics such as 'Water and Carbon Cycles' and 'Global Systems and Global Governance'. Students were particularly interested to learn about the governance of Antarctica at the bottom of the world, via the Antarctic Treaty. 54 countries are now involved in this agreement, and many have built their own research bases on the icy continent. Students shared presentations online about these incredible buildings, such as the fixed base built by South Korea, and the UK's movable Halley Station.

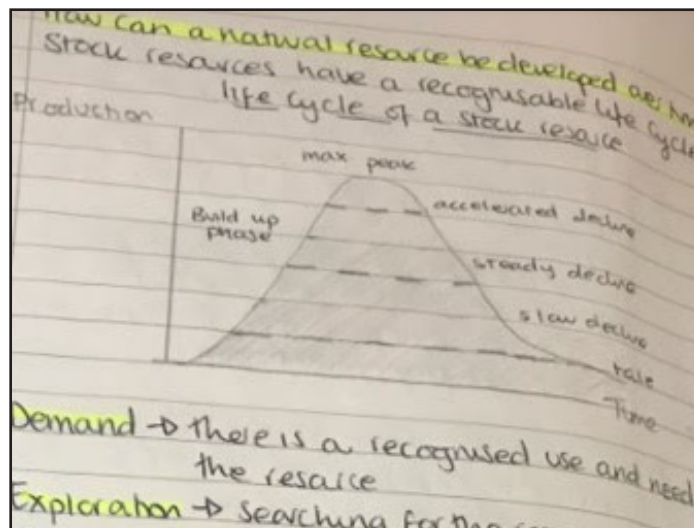


South Korea's Jang Bogo station in Antarctica



The UK's movable Halley station in Antarctica

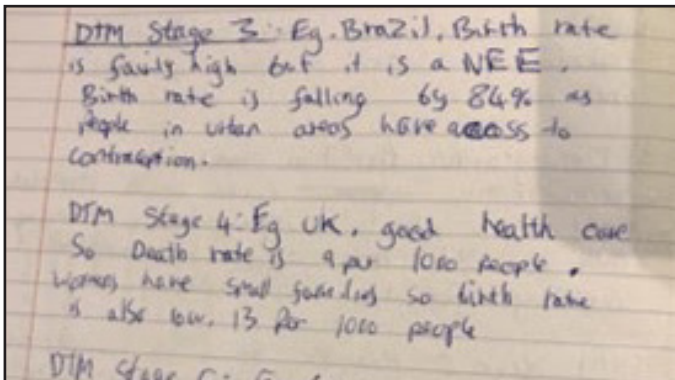
Year 12 students have made pleasing progress on 'Coastal Systems and Landscapes' (physical geography) and 'Resource Security' (human geography). Students have still been able to work in their folders, then share photos of hand-written work with their teachers Mr Peacock and Mr Alison via Google Classroom. Here are some example notes by Sarita Kaur Chitolie in



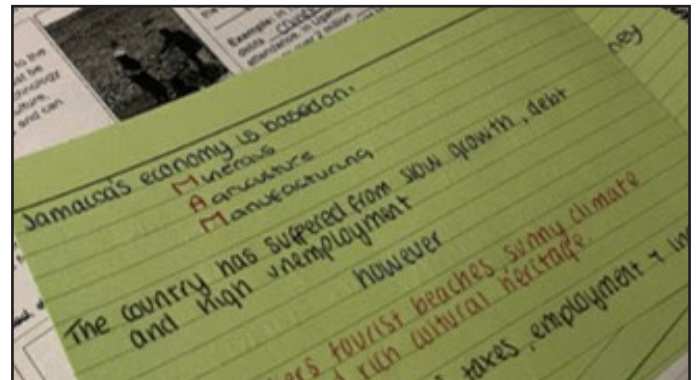
Example A-level notes shared on Google Classroom

GCSE Geography

Students in Year 11 have shown resilience and determination to reach the end of the course. Students have also been revising previous content using personal learning checklists, mind maps and Google Quizzes.

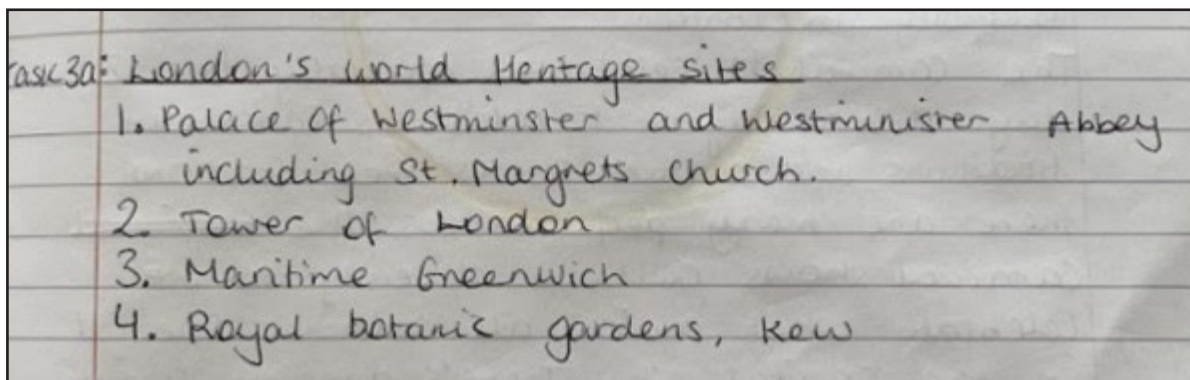


Ali in Year 11 makes GCSE revision notes for the topic Changing Economic World



Monica in Year 11 makes GCSE revision cards - an excellent strategy!

In the spring term, Year 10 students have completed the Paper 2 topic Urban Issues and Challenges. This included learning that since 2008 more than half the world's population live in towns and cities (as reported by the United Nations). The two major case studies have been to investigate economic opportunities and environmental challenges in Rio de Janeiro (Brazil) and London.



Kinaiya in Year 10 researches London's World Heritage Sites

Key Stage 3 Geography

Students in Years 7-9 have impressed the department with their enthusiasm. The main Year 9 topic this term has been the Geography of Conflicts. Here, students have studied local issues such as the debate about Heathrow Airport adding a third runway. Students have also considered the future of the Falklands Islands, and investigated environmental conflicts such as the vast 'tar sands' oil mining operations in Canada.

Year 8 students have focussed on weather and climate. They carried out weather surveys at home and studied the difference between high and low pressure weather conditions. Moving on to climate change, students particularly enjoyed the lesson where they studied what climate change activist Greta Thunberg and broadcasting David Attenborough had to say to each other!

Year 7 students have studied Coasts and Oceans, considering how humans make a living from the sea, and use the oceans to transport goods around the world. They have also learnt about the World Heritage coastline in Dorset and famous sites such as Old Harry Rocks. Year 7s have also studied the Settlement topic, finding out about how Ruislip developed rapidly in the 1930s as the

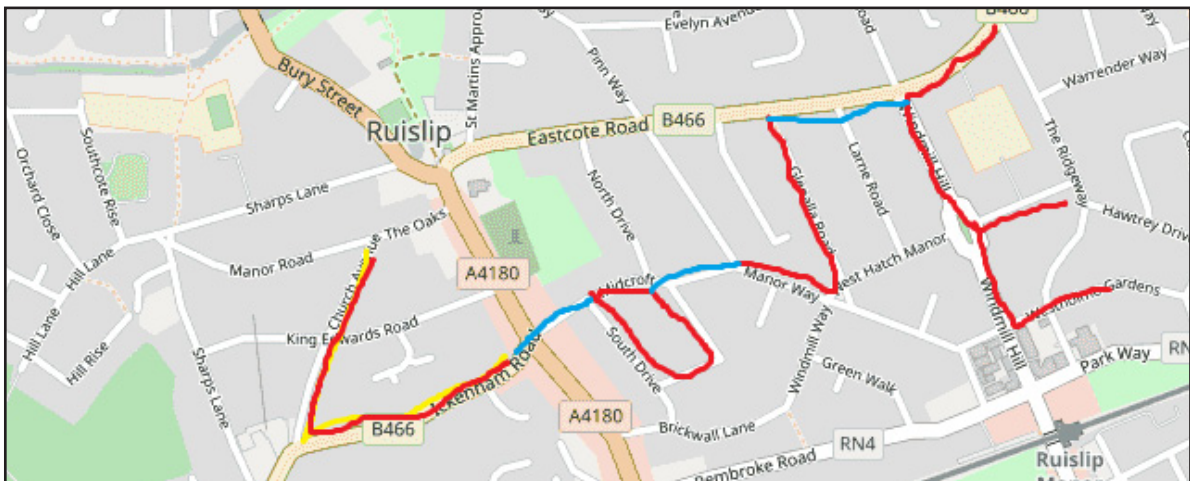
PE NEWS

Key Stage 3

During the lockdown students in Key stage 3 have continued to stay fit and healthy with some cross curricular links within their PE lessons.

During OAA lessons (Outdoor Adventurous Activities), where and when possible, students challenged themselves to find the following whilst on their walks, runs or bike rides: 1 airport runway, 2 train stations, 3 supermarkets, 4 schools, 5 parks, 6 post boxes, 7 take away shops, 8 benches, 9 traffic lights and 10 manhole covers. This made sure students considered their surroundings and worked on their observational skills; some students even thought outside the box and included road signs showing the place too.

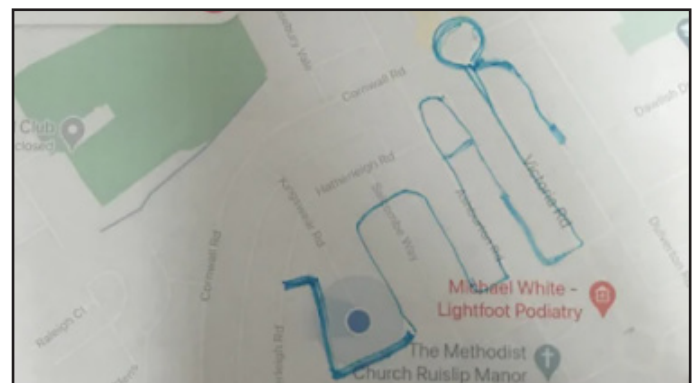
Continuing with OAA we linked up with Geography, using maps. Students had to use the map to plan a route they would walk, run or cycle, which spelt out a word, for example:



Here are some of the words the Key Stage students created and walked/ran/cycled:



Lauren B,8S



Znar S,7B

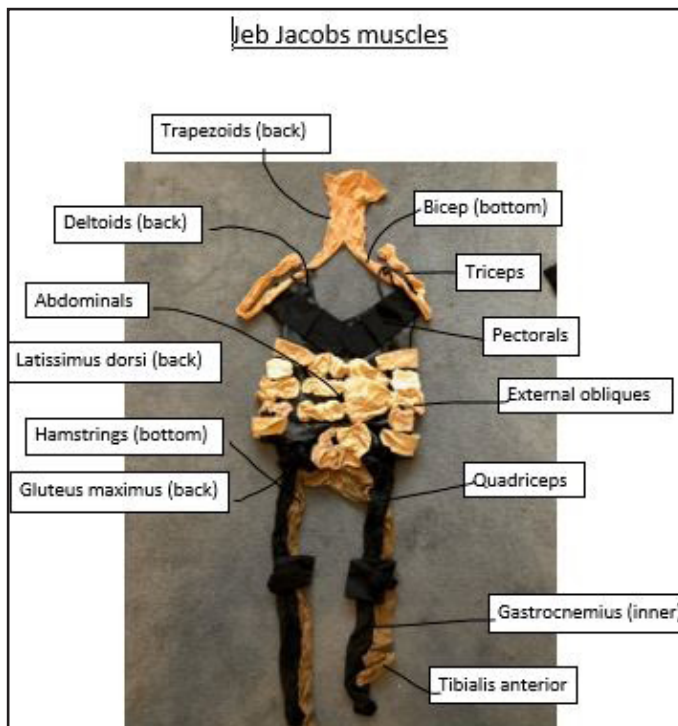
With the cold, wet and snowy weather hitting us this lockdown, students got a few indoor lessons to follow. From HIIT workouts to Aerobics, students showcased some excellent efforts.

For Aerobics students followed the set aerobics videos, then created their own workouts. Most used tins out of their kitchen cupboards for weights (I hope they were all returned too). Students learnt three dances during the lockdown. Their first was 'Can't Stop the Feeling' whereby they copied a set routine and practised it at home along with the music, then created their own sections. They also learnt the 'Cup' routine from Pitch Perfect; from this they learnt a small but precise routine for 'Giants'. Using both, they had to create their own dance routine to a song of their choice. It was so lovely to hear that so many of the students really enjoyed these lessons, and found it even better being able to do it at your own pace and to practice even when it wasn't a scheduled lesson.

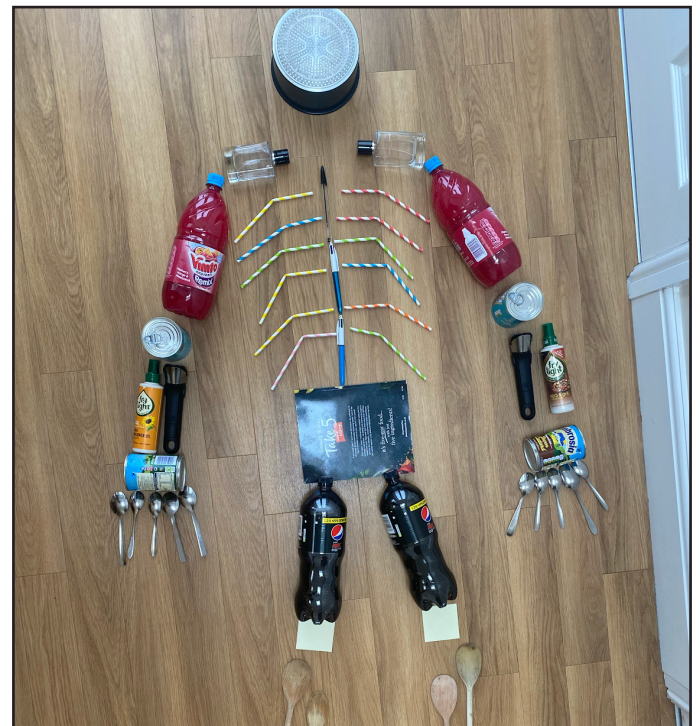
WELL DONE KEY STAGE 3!

Year 11 GCSE

This term the GCSE class have been working towards completing the course as well as revising previously taught topics. Before half term the class went back and looked at the major bones and muscles. They created their own diagrams using objects they could find at home.



Isabelle Q, 11A



George S, 11B

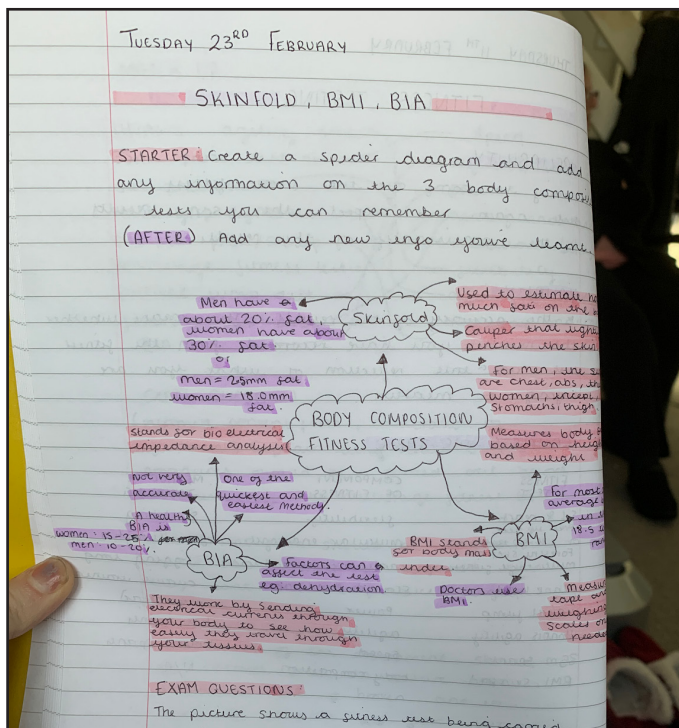
Year 10 BTEC

This term the GCSE class have been working towards completing the course as well as revising previously taught topics. Before half term the class went back and looked at the major bones and muscles. They created their own diagrams using objects they could find at home.

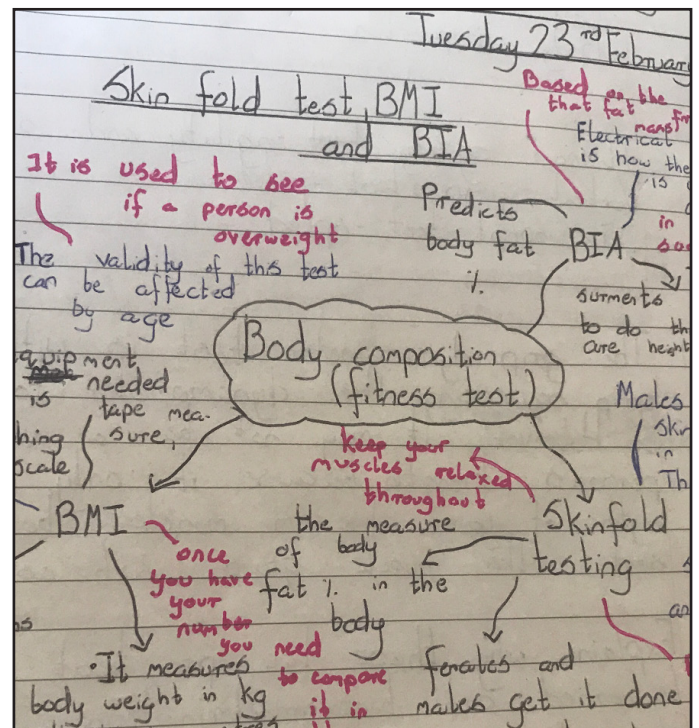
Over the term they have covered the following topics:

- Learning Aim A - Components of Fitness, Principles of Training
- Learning Aim B - Fitness Training Methods
- Learning Aim C - Fitness Test

Below is an example of two pieces of work that is looking at the 3 different fitness tests for body composition. Students completed a spider diagram of all 3 individual tests using two different colours. In one colour students identified what knowledge they already knew before the lesson and in the other colour the information they understood and learnt after the lesson.



Holly P, 10B



Laura P, 10A

Year 11 BTEC

This term the class have turned their attention to coursework and are looking at the impact of sports leadership. The class has to identify attributes that are associated with sports leaders and then pick two leaders that they wish to research further. These leaders then have to be compared and evaluated to see which leaders traits and attributes they would like to have as they begin their own approach to being a sports leader in a practical setting.

Year 12 and 13 BTEC Sport

This term we have focused on sports leaders, and have identified those they want to research. They have attributed traits to their leaders that they feel make them exceptional sporting leaders; these come under the sub categories of skills, qualities and characteristics.

The class are now focusing on compiling a psychological report to acknowledge the external and internal factors that affect sporting performance.

RHS to Tokyo 2021 Virtual Competition



This summer the Olympics will be held in Tokyo, Japan. So, to get in the Olympic spirit the Ruislip High School PE Department has been challenging students to get out and get moving and help us by walking, running, cycling our way from Ruislip to Tokyo! All 6,767 miles! Students and staff have been competing to try and get the most miles each week. The challenge is being run over 4 weeks beginning on Monday 22nd February and students have until 22nd March when the competition will close.

Beyond being a fun way to improve our fitness and stay active, the purpose of the event is to raise money for the school's 2020-21 charities. The school has nominated several charities, for which it hopes to raise as much money as possible this year.

If you are able to help us with this fundraising, the links to our fundraising pages for each charity are below. Our aim is to raise at least £250 per charity, so please can we ask that any donations are kept equal between the charities, where possible. The charities that the school is hoping to raise money for this year is:

1. Michael Sobell Hospice
2. Motor Neurone Disease Association
3. Cancer Research UK

<https://www.justgiving.com/team/RHSFundraising>

Year 10 GCSE

This term our year 10 GCSE class have been working hard both in the classroom and in their practical lessons. They have covered a number of topics including effects of exercise, levers and the respiratory system. Practically, the students have been developing their badminton skills.

TRAVEL AND TOURISM NEWS

The Travel and Tourism department is pleased to report that students are making excellent progress with their coursework and examined units.

Year 10

Year 10 prepared for their Unit 1 - "The UK Travel and Tourism Industry" - exam in January. Although this has been postponed, the hard work the students put into revising will still come to fruition. Year 10 students have shown great resilience in continuing with Unit 2 - "UK Travel and Tourism Destinations" - coursework during lockdown.

Year 11

Year 11 have been working on the final unit of their Travel and Tourism course: Unit 3 - "The Travel and Tourism Customer Experience" throughout the lockdown. It is testament to students' resilience and work ethic that many of them have produced outstanding pieces of coursework during the lockdown.

Year 12

Year 12 have made excellent progress completing Unit 9: "Tourist Attractions", with several students achieving a distinction grade. This has seen them conduct in-depth research into how tourist attractions around the world are run successfully. They have also completed a substantial amount of work, research and revision for Unit 1: "The World of Travel and Tourism" during the lockdown.

Year 13

Year 13 students have worked hard to complete Unit 3: "Principles of Marketing in Travel and Tourism", and have been working hard towards Unit 2: "Global Destinations". This has seen them develop their understanding of the positives and negatives of different types of transport, as well as what makes a successful travel itinerary.

The department would like to congratulate its students for the hard work that they have put in throughout the lockdown.

YEAR 13 NEWS

Although Year 13 have had relatively little time in school this term, their hard work and progress has continued in a way that is testament to their admirable resilience and work ethic. As a collective, the year group has been awarded over 500 points for excellent effort and exceptional work throughout the school closure period, with many students demonstrating the outstanding knowledge and skills they have learned over the last 18 months through impressive pieces of online work.

Year 13 students have so far as a whole enjoyed a huge success story with their post-18 applications. At the time of writing, 96% of students who applied to university have already received one or more offers, with several students receiving offers from all five of the universities that they applied to. I am in no doubt that this is in large part due to the excellent effort that the students have put into preparing for and writing their UCAS applications throughout their time in the Sixth Form. Several students in the year group are applying for apprenticeships, and I look forward to seeing their successes too in the weeks ahead.

At the time of writing, the current Year 13s are the first cohort of students to be moving into our brand new Sixth Form centre. I know that this move has been long anticipated, and am delighted that Year 13 have the chance to enjoy the building's brand new facilities before leaving Ruislip High.

As I have said to the students, the resilience and determination that Year 13 students have shown over the two school closure periods and the no less challenging times in between is extremely impressive and has made me very proud to be their Head of Year. I am confident that the students' excellent attitude will continue over their final weeks next term.

I wish you all a safe and pleasant Easter break.

Mr B Peacock

Head of Year 12

SIXTH FORM NEWS

It has been fantastic to welcome back our sixth form community in recent weeks, and extremely inspiring to reflect on what they managed to achieve throughout the school closure period from January until March. Ms Horton, Head of Sixth Form, said, "I am delighted to see all of our sixth form students back in the physical school building once more. The school closure period truly highlighted to me the unstoppable determination and sheer strength of character that shines through our sixth formers, as the many examples in the updates below will show."

New Sixth Form Centre update

Year 13 students have been the first to enjoy the new state of the art Sixth Form centre in the E-wing of Ruislip High School. From spacious classrooms, to a comfy downstairs social area, to a beautiful new study room which overlooks the rest of the school, the E-wing has provided the perfect atmosphere for the final few weeks of the students' time at Ruislip High School. A number of students have also benefited from the opportunity to enjoy the extended outdoor space around the building, including the reopening of the old astroturf - scene of many a hotly contested lunchtime game of football!



Emma M-O, Head Student, said "Returning to school and being in the new Sixth Form environment has made me so much more productive already! I genuinely enjoy the atmosphere of the new Study Room and I'm definitely going to make the most out of it during my remaining time at this school. Teachers have also already been extremely helpful by making sure that we students feel much less stressed about the upcoming assessments in this uncertain period."

Alex H-G, Deputy Head Student, explained, "There is a great deal of excitement surrounding the new building from the entire school community, and us as year 13s are delighted to be the first year group using the modern facilities. The building is spacious, sociable and perfect to study and relax in. The entire process of returning to school has been very safe - this is fuelled by the large study room, common room and classrooms which allow us to learn and enrich ourselves without any worries."

Ms Horton, Head of Sixth Form said, "I am delighted our Year 13 students have enjoyed their new surroundings so much. I am really looking forward to the building opening up fully to the whole of the Sixth Form from September. Our sixth form has long been a place where students thrive, with fantastic outcomes and brilliant extra-curricular opportunities. The new sixth form centre really is the final piece of this puzzle and will provide an outstanding location for an outstanding sixth form."

Year 12 Update

Although Year 12 students have faced challenges over the past term as a result of school closures and remote learning, their hard work and progress showcases their admirable resilience and work ethic; as a collective, the year group has been awarded over 700 points for excellent effort and exceptional work throughout the school closure period!

Alongside their academic studies, Year 12 students have also been preparing for their post-18 journeys. Although the post-18 application process officially begins for Year 12 students in the summer term, students have been encouraged to build evidence for their post-18 applications since the start of Year 12. Students began their post-18 journeys with their personal and professional growth (PPG) one-to-one meetings with their tutors in the autumn term. These meetings guided students through the different post-18 routes available to them and gave students an opportunity to discuss their preferred route with their tutors. The second phase of PPG meetings has now begun and these meetings will enable students to continue their in-depth research into their post-18 options by supporting students to create university and apprenticeship shortlists for the courses and institutions that they are interested in.

As part of the preparations for their post-18 applications, students receive a weekly email outlining online work experience opportunities, wider reading, online courses and virtual university taster days that they can apply for. This evidence building is a crucial part of students' post-18 preparations as it demonstrates their passion and desire to pursue their chosen post-18 route. A number of Year 12 students have already been successful in securing virtual extra-curricular opportunities, some of which are listed below:

- Winta M - entered the Grayson Art Club competition and won. Her work was broadcast on national TV on Channel 4's Grayson Art Club!
- Suheyb A - Aspire work experience programme at Imperial College London.
- Emily C - allied health mentor programme.
- Naysa C - work experience placement with VisitBritain.
- Abigail C - careers skills webinar and primary school work experience placement.
- Lily T - NHS work experience placement.
- Amelia M - work experience placement with a social enterprise set-up to empower young people to engage with politics.
- Edris T - work experience placement with Santander.

- Jasminder C, Devin R, Aliza A, Charlotte W, Grace B and Mohamed E - work experience placement at Johnson Matthey.
- Gurpreet N - work experience with the British Army.
- Elliot G - work experience placement with Cisco.

I am extremely proud to be the Head of Year for such a motivated and determined year group and I am sure they will reach new heights in the summer term.

Mr Karimi, Head of Year 12

Year 13 Update

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Year 13 students have so far enjoyed a huge success story with their post-18 applications. Every single student who applied to university received one or more offers, with several students receiving offers from all five of the universities that they applied to - this is a truly outstanding statistic. We are also delighted that students have received offers for extremely competitive degrees, such as Law at the University of Cambridge and Medicine at the University of Nottingham. I am in no doubt that this is in large part due to the excellent effort that the students have put into preparing for and writing their UCAS applications throughout their time in the Sixth Form. Several students in the year group are applying for apprenticeships, and I look forward to seeing their successes too in the weeks ahead; we are delighted that some have already been successful in progressing through several interview stages for prestigious employers such as Transport for London.

As I have said to the students, the resilience and determination that Year 13 students have shown over the two school closure periods and the no less challenging times in between is extremely impressive and has made me very proud to be their Head of Year. I am confident that the students' excellent attitude will continue over their final weeks at school next term.

Mr Peacock, Head of Year 13

Sixth Form Bursary Update

As was the case during the first period of remote learning last year, the Sixth Form Bursary has helped to support a number of students throughout this period away from school to meet

the financial burdens associated with online learning. Several students have received new laptops or Chromebooks from the school to see them through this period, as well as help towards buying specialist equipment for their sixth form studies. The scheme remains open to new applications from sixth form students who are from a low income household, with more information available on the 'Sixth Form' section of the school website.

Sixth Form Enrichment Update

Before Christmas, students in the sixth form were taking part in a wide variety of different enrichment clubs outside of their studies to help them in developing their skills and preparing them for life after Ruislip High School. With meetings taking place fortnightly, the range of clubs covered everything from Magazine Club to Current Affairs, with Human Rights Club in between! Students enjoy the opportunity to apply their learning in lessons to real-world topics and to learn about issues they would never usually cover in class. Alternatively, a large number of sixth formers also take the opportunity to sign up to complete an Extended Project alongside their studies, which allows students to write a university-style essay on a topic of their choice and gives them the chance to develop their research skills. The enrichment program is scheduled to re-start for Year 12 students after the Easter holidays.

RHS Reach Pathway Update

The RHS Reach Pathway is a new programme designed to stretch and challenge students who attained highly at GCSE before entering our Sixth Form. The pathway has so far provided the opportunity for 12 of our students to participate in the Brilliant Club Scholars' Programme, where students are taught in a style replicating that of an elite university. They build to writing an undergraduate-level essay; our students are learning from Joe da Costa of King's College, University of London, about the early modern Portuguese empire. They attended a virtual launch session hosted at the University of Oxford and will attend a graduation ceremony at the end of their course.

Additionally, students on the Reach Pathway have been busy applying for masterclasses and further learning opportunities that have been provided to them; Hannah F, Lizzy P and Devin R have all been accepted onto the University of Cambridge Masterclass programme for subjects ranging from Medicine, Chemistry and Engineering, to Archaeology and Human, Social & Political Sciences. Zainab T has participated in the Brighton and Sussex Medical School virtual work experience, and the vast majority of the Reach Pathway students have applied to the prestigious Sutton Trust summer schools which will run this summer.

New members of the Sixth Form Team!

The team is delighted to welcome two new members: Ms Costick as Sixth Form Learning Mentor, who started in January, and Mrs Poddar, who was appointed as the Sixth Form Associate in

November 2020. Additionally, Mr Amos was appointed as the Assistant Head of Year 12 in the winter term.

Ms Costick has been busy supporting our students with their careers planning, particularly focusing this term on apprenticeships.

A Google Classroom has been created for Year 13 students who are looking to start an apprenticeship at Post-18 to provide them with tailored support and guidance as they search for the right apprenticeship. The Google Classroom is regularly updated with adverts for recent vacancies that might be of interest to the students as well as weekly activities to support the application process. From a selection of current vacancies, the students shortlisted three apprenticeships of interest to them with a brief outline of what they need to do to apply for each vacancy. Following this, the next task was to draft a cover letter for one of the three vacancies they had shortlisted. As it can be tricky to know where to start, the students were given a guide as to how to structure a cover letter as well as an opportunity for ongoing 1:1 support in developing a cover letter and CV. Virgin Media created a mock situational judgement test for students to familiarise themselves with how they may be assessed when they are applying for apprenticeships. Over 30 days, the students are able to take the practise test as many times as they like and receive feedback throughout the test in order to develop their understanding of how to be successful in these types of assessments. This has been an excellent way to get an idea of how the recruitment process works and develop the skills to be a successful candidate.

Ms Costick is also developing a comprehensive package of activities in partnership with PIXL, which will be launched to Year 12 as part of their post-18 information evening.

Mrs Poddar said, "I am delighted to join the RHS Sixth Form Team. As part of the role I monitor student punctuality for both Year 12s and Year 13s, as well as providing extra mentoring and study support to small groups of students who have been identified as in need of some extra help. As some of you may be aware I am also the Equality and Diversity Co-ordinator at school, and will therefore be expanding the scope of this role to the Sixth Form too. It is a fantastic opportunity for students to join the Equality Committee as Student Leaders or team members; they will help to promote inclusion and more diversity in the sixth form. Student feedback has always been welcome at RHS so let us know your thoughts and ideas!"

Equality and Diversity at RHS Sixth Form

Some Sixth Form members of our Equality and Diversity Committee have been kind enough to share their experiences below. James in Year 12 explained, "Equality is important within our school because it reflects the values of the school and the interests of the community. The pupils who attend our school will become the next politicians, CEOs, police officers and community leaders. With this in mind it is imperative they understand the inequalities and hardships within our societal structure. Being a part of the school's Equality and Diversity Committee, I feel a part of the discussion and enjoy the accomplishment of completing numerous relevant projects.

I hope that this will change people's perspective on the subject of inequality. By providing resources to the school and covering diverse topics such as celebrations and events, we aim to further educate people about different cultures and also highlight some of the misunderstanding that may result in discriminatory behaviour."

Isabelle and Hajra in Year 13 said, "Diversity is important for all students, regardless of their background, in order to widen their knowledge and for them to begin to understand and acknowledge different cultures and how a person may act accordingly. This not only increases the student's general knowledge, but also teaches them to appreciate people and their traditions from a young age. This may also help them to work with people from different backgrounds teaching them flexibility and may help change their views on various topics by viewing problems from other perspectives. Diversity should be promoted, especially in schools, because it encourages people to unapologetically be themselves while also allowing others to discover other cultures, beliefs and traditions while learning to be more considerate, compassionate and accepting of other people from a young age. People should take part in different activities in order for them to help feel closer to their classmates and friends. This will not only help them to deepen their relationships with others but through this may be able to understand how different cultures may affect their day to day lives and how they are as a person. It will also teach others about their own rituals and traditions in depth. This may start different discussions and help students challenge different viewpoints. We would strongly recommend becoming a part of the Diversity and Equality Committee for these reasons."

The Sixth Form is committed to challenging discrimination in all its forms. As a first step towards this, the PSHE tutorial programme delivered weekly is, for the first time ever, focusing on the Black Lives Matter movement, the debates that the protests in summer 2020 brought to the surface, and ways that we can help to create a school community, and wider society, that is actively anti-discriminatory.

A Second Year of Record-breaking Applications to our Sixth Form

We are delighted that for the second year in a row, we have seen record-breaking numbers of applications to join our Sixth Form; we have seen demand at a rate of over two applicants to every available place, with over 100 applications from students who do not currently attend Ruislip High School. At the time of writing, interviews are taking place and offers will be sent in the coming weeks. We look forward to welcoming another cohort of determined, resilient and hardworking students in September 2021.

Want to Find out More about our Sixth Form?

Please visit the sixth form section of our school website, where you can find our fortnightly publication 'Sixth Form Focus' which provides an insight into life at RHS Sixth Form!

SAFER INTERNET WEEK

8th February 2021 - 12th February 2021

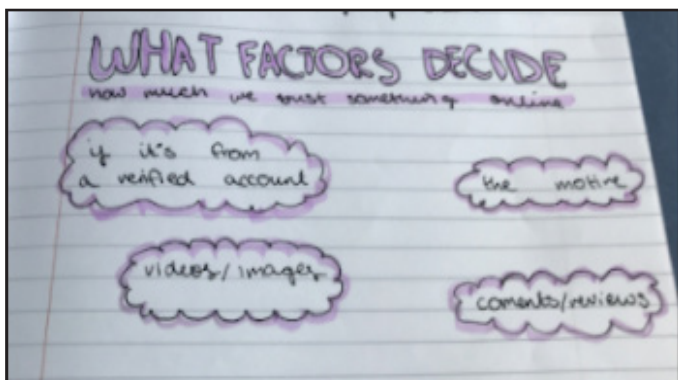
This year in the UK, Safer Internet Day explored reliability online. The internet has an amazing range of information and opportunities online, but how do we separate fact from fiction? Safer Internet Day was celebrated globally with the slogan: TOGETHER FOR A BETTER INTERNET.

Using the internet safely and positively is a key message that we promote at Ruislip High School. Rather than spending just a day we allocated a whole week to emphasise the online safety messages we deliver throughout the year.

Students participated in a variety of activities throughout the week. Some of the activities students participated in were virtual Year group Assemblies, Safer Internet lessons in KS3 Computer Science lessons and Top Tips videos shared in tutor groups. Below are some examples of work produced by students this week. I am really proud to see that our students share the strong views we have about online safety.

My pitch: Maisie Dryell 8S

Thank you for coming here today, my name is Maisie and today I am here to address a big problem. Our internet safety. Young people and adults across the world constantly doubt themselves and feel upset and insecure because of posts and images shown. Most of these are edited and shown as the "perfect life" when this is not the case. Filters and editing apps are used but not all people viewing the posts know that. There are many people who are really affected by this and start to question themselves and why they don't "fit in this perfect life and person". This has a very negative impact on many people's mental health, especially young people. You may be wondering how I can help us all solve this problem or how I am going to control what people post. But this is not what I want to do, I want to spread positivity and educate people about how everyone is good and doesn't need to fit into certain stereotypes or roles in our society. I want to set up more education about this in schools and tell children that not everything you see is true and to not let it affect you. I want to set up positive websites, apps and social media posts to inspire people to love themselves and stand out. So, I need the support of as many people as possible to spread positivity to our internet. Thank you for listening, I hope you will consider joining me.



Fizza Khuram 7B

Katie Buckingham 8C

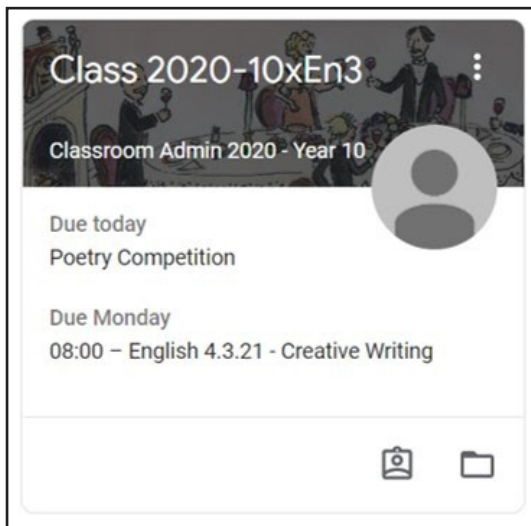
GOOGLE CLASSROOM

How do Students Experience Google Classroom?

From Mr Alison, Associate Assistant Headteacher: Online learning platforms in various forms have been part of the education landscape for many years. Ruislip High's adoption of Google Classroom for all classes from the spring term of 2020 has offered an excellent way for teachers to set homework with clear instructions, document links and due dates. Students can work in their book then attach a photo, work on a document started by their teacher, or begin their own document from scratch. During the pandemic lockdowns over the past year, Google Classroom has been an effective tool for students to keep learning alongside the use of Zoom video lessons. It remains the central platform for homework now that the school has fully reopened.

Classroom Selector

Students select each of their subjects from a menu of classroom tiles which look like this.



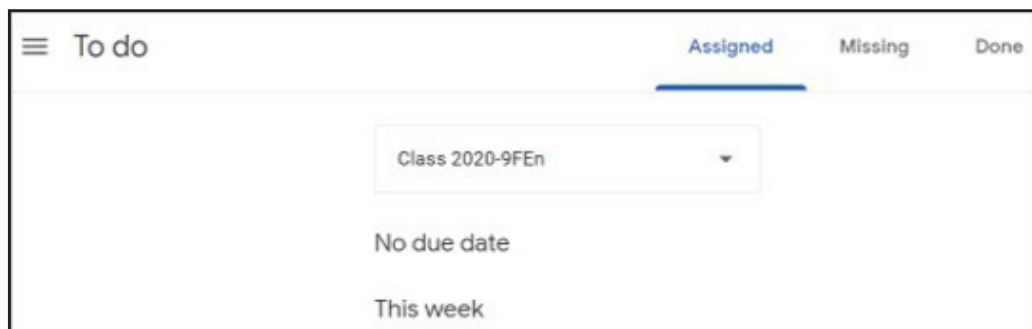
Topics and Tasks

Tasks are listed in date order under a topic heading. The example below is from a Year 10 English class



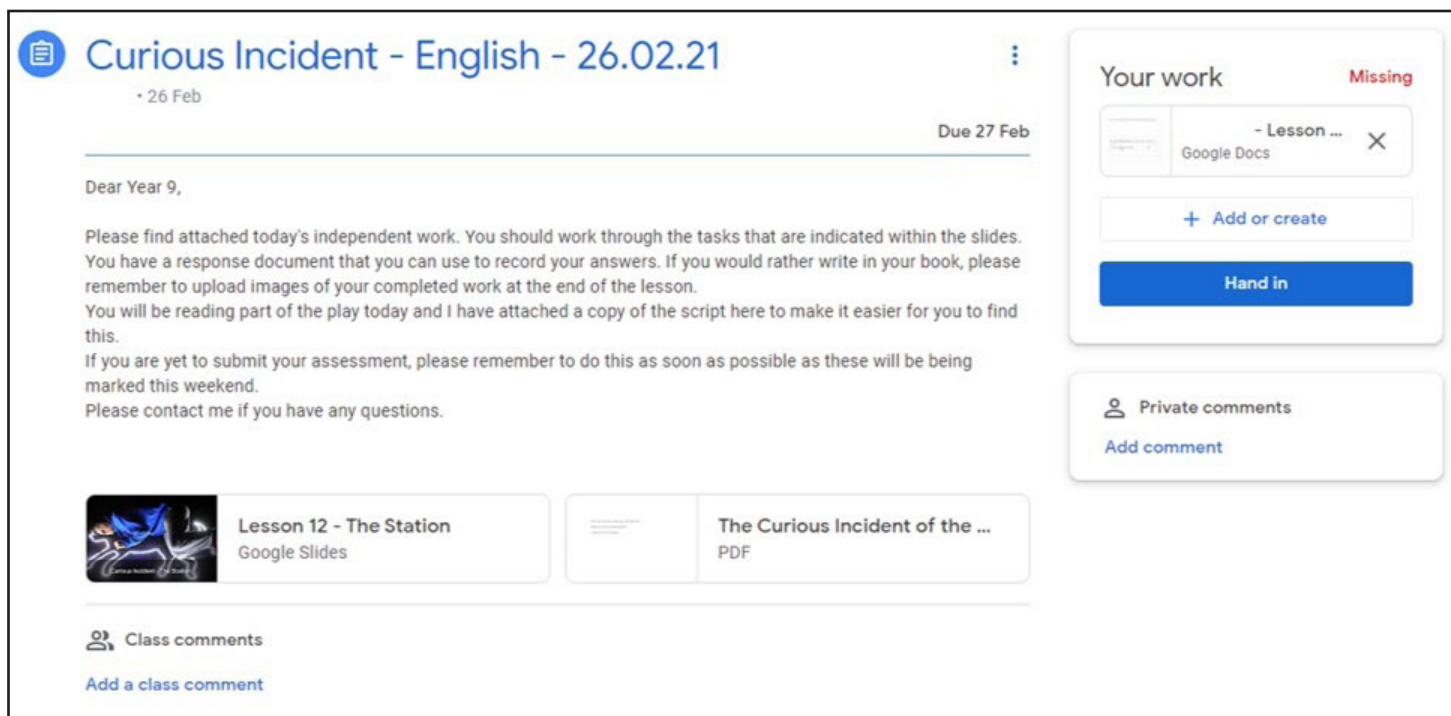
'To do' list

Students can see all their set homework tasks under the 'To do' list. They can select particular subjects or what they have to do across all their subjects.



How Tasks Appear to Students

When students open an assignment, instructions from the teacher appear. In the example below students also have the lesson slides to refer to. The student can work on a google document provided or write in their exercise book. Students click 'Hand in' to submit their work, and they can also send a message or question directly to their teacher. Tasks are marked 'Missing' until they are handed in!



Curious Incident - English - 26.02.21
• 26 Feb
Due 27 Feb

Dear Year 9,

Please find attached today's independent work. You should work through the tasks that are indicated within the slides. You have a response document that you can use to record your answers. If you would rather write in your book, please remember to upload images of your completed work at the end of the lesson. You will be reading part of the play today and I have attached a copy of the script here to make it easier for you to find this. If you are yet to submit your assessment, please remember to do this as soon as possible as these will be being marked this weekend. Please contact me if you have any questions.

Lesson 12 - The Station
Google Slides

The Curious Incident of the ...
PDF

Your work Missing

- Lesson ...
Google Docs

+ Add or create

Hand in

Private comments
Add comment

Class comments
Add a class comment

Quizzes and Other Features

Students also enjoy using various other tools such as knowledge quizzes (shown below), while teachers can also utilise external software such as 'Mote' to record voice messages for students. Ruislip High teachers also communicate with students using the 'Jamboard' interactive online whiteboard.



Handy Phone App

The Google Classroom app appears popular with students. Many students use this method to upload photos of their exercise book work.



A Year 9 student said, "It's best to use Google Classroom on a computer with a keyboard. This makes it easier to open and work on documents, and also create documents. However, I also recommend having the Google Classroom app if possible (it's free to get!). I use the app if I want to have a quick look at what tasks I have to do. The other good thing about the app is it's the easiest way to add photos of my book to Google Classroom. The app links my phone camera straight to the task in hand."

SUMMER TERM DATES

Monday 19th April - Friday 23rd July, 2021

Monday 19th April 2021: Summer term begins

Monday 26th April 2021: Parent Voice virtual meeting 6pm-7pm

Monday 26th April 2021 - Friday 30th April 2021: Safeguarding week

Monday 3rd May 2021: Bank holiday

Monday 17th May 2021 - Friday 21st May 2021: Thank You week

Friday 28th May 2021: Last day of half term

Monday 7th June 2021: Half term begins

Friday 23rd July 2021: Last day of term for students

For the full term dates for 2020-21, visit the website, www.ruisliphigh.com



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