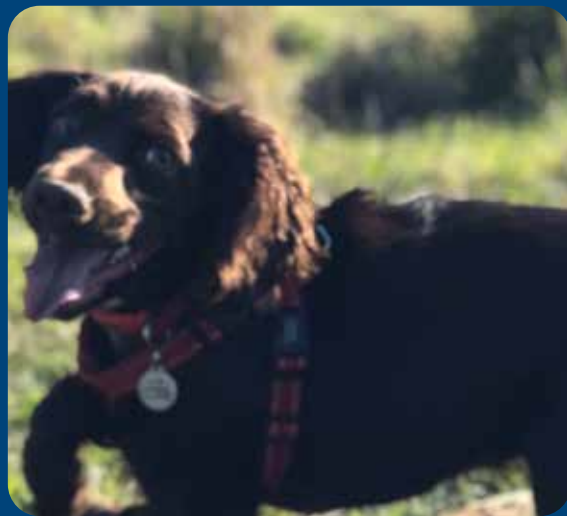




THOMAS
GAINSBOROUGH
SCHOOL

PORTRAIT

Issue 31
J u l y
2 0 2 0



CONTENTS INCLUDE: NEW STUDENT LEADERSHIP,
WORKING FROM HOME, CAREERS & SPORT



On 20th March, we said goodbye to our students at the start of the national lockdown. Little did we know that day just how long this unique period in our history would last and how long it would be before we saw some of them again. Uncertainty, apprehension and worry, a sense of fear and foreboding echoed throughout the school, mirroring that of society as a whole. These have indeed been difficult times. We still do not yet know the impact the cancellation of exams has had on the outcomes for Years 11 and 13. We have all been put under strain like never before and we are dealing with the challenges of six months out of school for some of us. Trying times indeed.....and yet.....

..... And yet, as so often in the long history of our country, it is when we see the most testing of situations, that we see the best of our people. We have certainly seen the best of our school during these times. We have seen all the facets of Thomas Gainsborough School that make this such a wonderful place to come together over recent weeks and months.

We have seen the best in our students. Those who have been working so hard at home, caring about their education, caring about their futures and so very clearly caring about the communities that they are part of. We have seen the best of the children who have come into school too. From day 1 of lockdown, when 20 children of critical workers bravely supported their parents on the front line of the fight against the pandemic by carrying on stoically and working hard with an exemplary attitude to their time at school. They have been positive and cheerful throughout and as these numbers have grown to over 70 since March, with the same sense of 'keep calm and carry on'. We are so proud of them all.

We have seen the best of our parents. It has not been easy to juggle all of the challenges that they have had to face whilst supporting their children with their learning so admirably. As Year 10's and 12 have begun to return to school since June, it is clear just how much support they have received from home. In recent weeks, we have met with the families of over 350 Year 7, 8 and 9 children and have been overwhelmed by the sense of positivity and engagement that parents have fostered with their children. Also, the empathy parents have had for the school and staff as we have embarked on our learning journey through e-learning, video teaching and Google Classroom. We cannot thank you enough for all that you have done.

We have also seen the best from our staff. Those who volunteered from day 1 to continue to come into school to provide a positive experience for the children of critical workers and thought nothing of their own situation and the potential risks they faced. Not just teachers but also caretakers, catering staff and cleaners, student support and SEN staff who have all given so much time, not just in term time but also in keeping the school open through Easter and half term. I must give a particular mention to the four members of staff who have not missed a single day in school throughout lockdown. I want though to also pay tribute to staff for the work they have done from home too. For many, providing work online has been a steep learning curve and the quality of this has gone from strength to strength. Work has been provided for all students by teachers throughout and in many cases as they balanced their own childcare arrangements, alongside challenges we have all faced during this unique experience. I am honoured to be the Headteacher of such a committed and dedicated group of people.

So, as we look forward to September and something that will look far more like the TGS we all know and love, we wanted to use this issue of Portrait to celebrate all the wonderful things that have happened since March, the work that our children have done in school and at home. To reflect on their experiences and their learning and also, to look forward to happier times to come when, as Her Majesty The Queen assured us all in her message in April, we will all meet again.

Mr W Lloyd, Headteacher



WELCOME BACK YEARS 10 & 12!



Goodbye & Good Luck Year 11!
We will miss you







HOUSE *Mottos* HOUSE



ABBAS

*“Neither rashly
nor timidly”*

Means we should not rush into an action without pausing to consider the consequences but we must also act boldly in a subtle yet recognised way. As members of Abbas House, we always strive to guide and support our peers around us in a positive and encouraging manner.

Examples of how students in Abbas House will strive to conduct themselves are:

- Standing up for your principles and beliefs in a informed and calm manner
- Being a good friend and citizen
- Getting involved in both school life(competitions, charity work etc) and the wider community
- Have the conviction of character to make your own choices and decisions
- Treating others as you wish to be treated-with kindness and respect.



CHAMBERLAIN

*“To do good, rather
than be conspicuous”*

Be proud to go above and beyond what is expected of you. Be recognised by your hard work and talent, avoiding negative attention.

Examples:

- Winning House competitions as opposed to merely entering them.
- Consistently meeting the expectations of the school and achieving merits.
- Participating in charity events, Open Evenings etc all whilst displaying impeccable manners.
- Not being afraid to collect awards on the stage.

Mottos HOUSE Mottos



HOUGHTON

*“Honour is the
Reward of Valour”*

“This means that there is benefit in working with and supporting anyone, however challenging the circumstances might be and whether anyone notices or not.”

Examples:

- Give up time to support charity events because it is the right thing to do, not because there is any benefit to you personally.
- Offer to help a teacher or member of staff with an Open Evening event as a guide or ambassador because you are proud of your school and want others to know and benefit from it.
- Take responsibility for something even though you are scared/nervous and taken out of your comfort zone.



PEYTON

*“We persevere,
we enjoy”*

- We never give up and we enjoy the pursuit of excellence.
- We expect our students to keep trying, even when things get difficult; to overcome challenges by never giving up and to keep a smile on your face, even when things are tough.
- We know things won't always go the way we want them to but we will always work hard and enjoy the challenges we face.

HOUSE *Mottos*



TOLLEMACHE

*“I trust and am
contented”*

Trust the verb means;

*To hope and expect something is true.
To have confidence in something or believe in someone.*

The adjective contented means;

A feeling of expressing happiness or satisfaction.

Examples of how students in Tollemache House will conduct themselves are:

- Having complete trust in your parents/guardians and teachers and listening carefully to their guidance.
- Having faith in your friendships and building relationships based on solid trust.
- Learning to equip yourself with the skills you need so you can live your life contented.

ABBAS

Derived from Old English word
æpse meaning aspen, also
Abbas is Medieval Latin for abbot

Nec temere nec timide

Neither rashly nor timidly



Great Cornard

CHAMBERLAIN

In charge of the private
chambers of a nobleman

Prodesse quam conspicui

*To do good rather
than be conspicuous*



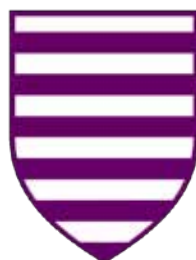
Stoke-by-Nayland

HOUGHTON

Derived from halh meaning nook
and tun meaning settlement

Honor virtutis præmium

*Honour is
the reward of valour*



Bures and Cavendish

PEYTON

A place name, Pæga's town,
pæga is an Old English name
of unknown meaning

Patior, potior

I persevere, I enjoy



Boxford

TOLLEMACHE

French for a person who
wore a knapsack

Confido conquiesco

I trust and am contented



Bildeston

STUDENT *Leadership* 20/21

DEPUTY *Head Girl & Boy*



Megan Turner



Davit Rickards

HOUSE *Captains*

ABBAS



Madelene Howard & Callum Ryan



CHAMBERLAIN



Charlotte Roberts & Daniel Judd

HOUGHTON



Kaitlin Riddle & Matt Ponsford

PEYTON



Jessica Print & Johnny Hawley

TOLLEMACHE



Charlotte Farrelly & Barnabas Sandor



Sonny Waterson



Caitlin B

THEME FORTNIGHT

Theme of the Fortnight is a PSHE-style enrichment activity, delivered to all Thomas Gainsborough School students during registration once a week. It educates students on topics such as current affairs, the national PSHE curriculum as well as the world around them. Every fortnight, a different topic is studied, drawing on the expertise of our staff to create interesting and unique tasks for students to complete to enhance their learning from an all-round perspective. More communication will be shared regarding the Theme of the Fortnight programme at the start of the next academic year, but for now, I would like to share with you the work which Year 9 students have completed so far this term.

audience. So, I would like to take this opportunity to share these captivating images to showcase their hard work, and say a big thank you to all of the students who have got involved - you have been awarded a gold award.

Katy Branch



One Theme of the Fortnight the students have been studying during lockdown is the environment. The work below has been completed by the year 9 key worker students. They were given the objective to “capture the environment around us during lockdown,” using no words, purely imagery. Numerous students have captured powerful, yet delicate and fragile scenes from mother nature whilst out on their daily exercise. I have very much enjoyed looking at all of your photos, and therefore felt that they needed to be shared with a wider



Blowers



Dominic Grist



Emily Bellward



Rosemary Grey



Billy Purser



Maisie Windhaber



Environment

Objective to capture the world around us during lockdown



LOCKDOWN ART

During lockdown students in Years 7, 8 and 9, both in and out of school have been busy getting their creative juices flowing and producing a range of exciting artwork.

They have been asked to create their work using whatever art materials they could get their hands on at home. For some, this meant being inventive with the materials they were using to create their masterpieces; they have used a variety of different media including collage, textiles and painting, not only using paint but also their own natural dyes or even nail varnishes!

They started their journey by practising their basic art skills first using the visual elements of art, line, tone, form, colour, texture, shape and pattern before putting their skills to the test by creating a range of artwork.

For some pieces of work the students were asked to respond to artists and create their own work inspired by them, including creating artwork on a window in response to Fiona Grady.

We have been amazed at the quality of work submitted, with shapes and patterns attached to the glass allowing the light flowing in between, some parents even allowing them to draw directly on the windows with glass pens and other members of the family also getting involved too! Extraordinary efforts!

All those extra toilet rolls purchased were also put to good use when they were asked to recreate a famous piece of artwork on an empty loo roll! We have been totally blown away with the work that we have received, absolutely stunning work! Some students had recreated one piece of artwork, some even amalgamated pieces together in interesting ways creating beautiful compositions.

The best of this work will be put together into an online lockdown art gallery at the end of the term to be shared with students and families.

A massive thank you to all students for your efforts during this time and to your families for your support and for getting involved in all things arty.



Amelie Kingston
Year 8



Noah Ruse
Year 9



Harrison Adams
Year 8



Abigail & Ben
Franklin
Year 7-9

Art in the *Window*



Inspired by Frida Kahlo

Loo Roll Art Challenge!

Loo Roll Art Challenge

Home learning for lessons Monday 18th May to Friday 5th June.

Lesson One:

The challenge: To recreate a famous piece of artwork on a toilet or kitchen roll tube. Remember to go all around!

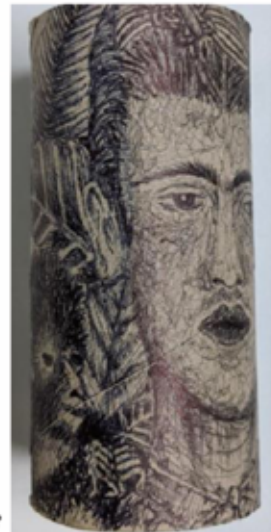
You will need;

- A toilet or kitchen roll tube
- An image of a FAMOUS piece of art which you like
- Art materials e.g pencil, biro, collage materials, coloured media (pencils, pens, paint), mixed media, your choice!

No art materials? No problem, just be inventive! Think! What else could you use? Tea, coffee, food colouring, natural dyes?

Some artist examples:

Andy Warhol
Sonia Delaunay
Jackson Pollock
Salvador Dali
Frida Kahlo
Georgia O'Keeffe
Vincent Van Gogh
William Morris
Pablo Picasso
Henri Matisse
Bridget Riley
Edvard Munch
Jenny Saville
Leonardo Da Vinci
Claude Monet
Rene Magritte
Roy Lichtenstein



Frida Kahlo, 'Self portrait....'
Recreated in biro using mark making and cross hatching.

ABO_2020

'The Scream', Edvard Munch



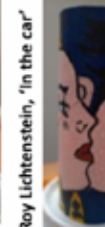
Salvador Dali, 'Soft Watches'



Kanagawa, 'The Great Wave'



Roy Lichtenstein, 'In the car'



- What image will you recreate?
- What media will you use?
- What techniques will you use?
- How will you use the visual elements of art? Have fun!!!!

Loo Roll 3D Art Challenge

Home learning for lessons Monday 18th May to Friday 5th June.

Lesson two and three / Extension Task:

The challenge; To create a piece of 3D sculptural art of your own choice.

Be creative! Challenge yourself to try something out and see what happens. And remember to enjoy it.

If it goes wrong, oppsie, never mind, just try it again!

You could;

- Google search 'things made from toilet rolls' or '3D art made from toilet rolls' or 'sculpture made from toilet rolls' for inspiration and some instructions, or just use your own creativity!
- If you do not have glue, remember you can cut slots to join card together.



Photograph your masterpieces and send to your teacher.

Maybe you could make this a challenge with your family?

Have fun and I can't wait to see what you come up with!

ABO_2020

LOO ROLL CHALLENGE



Kaitlyn Anderson

LOO ROLL ART CHALLENGE

Sophia Longhurst

I PAINTED BRIDGET RILEY'S "SHADOW PLAY" ON A KITCHEN ROLL TUBE.



MY WORK:



Jakob Bloomfield



Ruby Marsh



Abigail Franklin



Oliver Davies



Izzy Moore



Summer Collins



Imogen Brown



Rory Rendall



Joshua Moyo



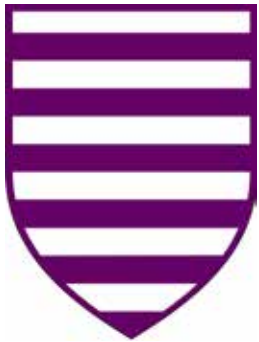
Benjamin Franklin



I worked with my younger brother and sister who are in year 7 and 8 as we had didn't have much resources.. We looked at the Fiona Grady's artworks and decided we would use triangles to make ours. We drew out a triangle on card and used that to cut the tissue paper so all exactly the same size. Then we made the paper wet in a bowl and stuck it to the windows. It was really easy to tear though and so got a bit out of shape. It was really hard trying to get it on to the window with it still looking like a triangle. We doubled up some pieces as it made a stronger colour but didn't have enough to be able to do all the bits. We used glass pens to draw the tail and ribbons as this meant we could still see it the same though both sides of the glass. We chose these colours as me and my brother are colour blind but we could see these colours as they are. I think the light coming through it from outside made it look much better but I liked it from outside too.

Lorcan Cook 9S3

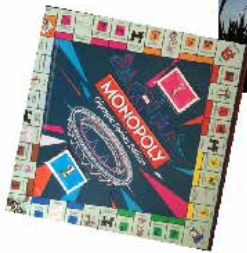
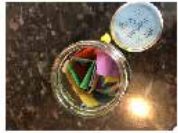
TBa have been sharing their lockdown activities, animals have helped to keep them calm, new skills have been learnt and exercise has been aplenty.



7B2 planted sunflowers as part of their Maths and have been sharing their successes. They have also been busy cultivating other plants. They have also been sharing the things that have made them smile – pets, their craft work and their family.



James Bunting (8B1 Maths) has been putting his Maths skills to good use and after the successful bench he has now made a table for his sister's Lego. Whilst other members of 8B1 have shared what has made them smile during lockdown.



8G1 Maths have been busy during lockdown – a new puppy, playing monopoly and crating with paper and camera.

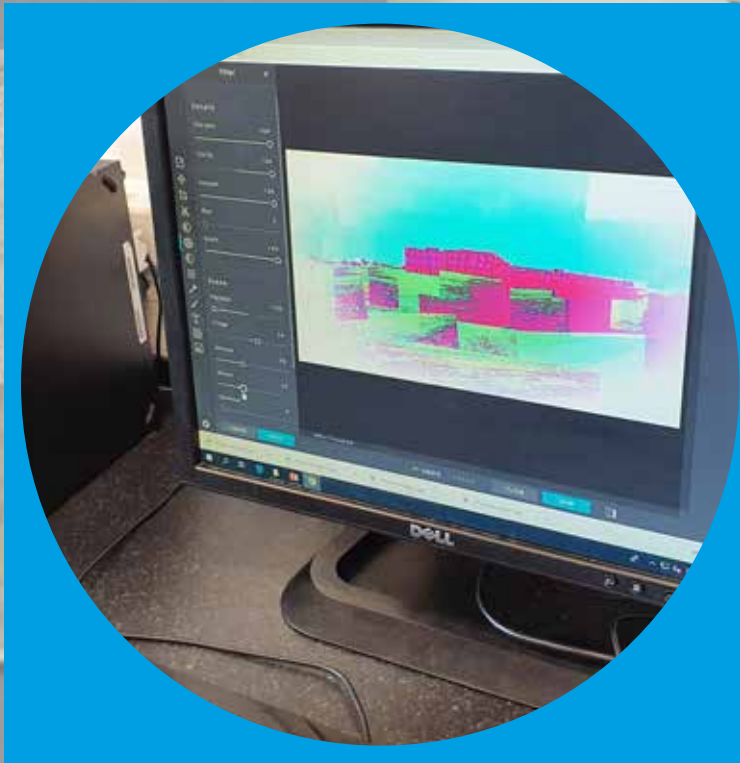
9G1 have been smiling during lockdown. A new baby, brother's Lego creation, different camera effects and iPad art creations and, of course, the dog walks.



PHOTOGRAPHIC *Workshop*



Students who attended TGS during half term took part in a one day photographic workshop. Based on the work of *David Hockney*, students went out and gathered photos for a montage project. They had the choice to either produce a finished piece either digitally or as a hard copy. The work produced was outstanding! Well done!



Composition Competition

1 winner from each year group

Compose a piece of music using BandLab. Be as inventive as you like but ensure you have the following things

1. Start
2. Middle
3. End
4. More than one track

Try to write your own music rather than only using their 'loops'

First, you need to join the correct BandLab Classroom

Go to edu.bandlab.com

Year 7 - JQUQFZI

Year 8 - QHWYQBW

Year 9 - HYJMG9I

Deadline 20th June - Submitted through BandLab



This year the Music Department decided to run a Composition Competition using BandLab, an online composition tool.

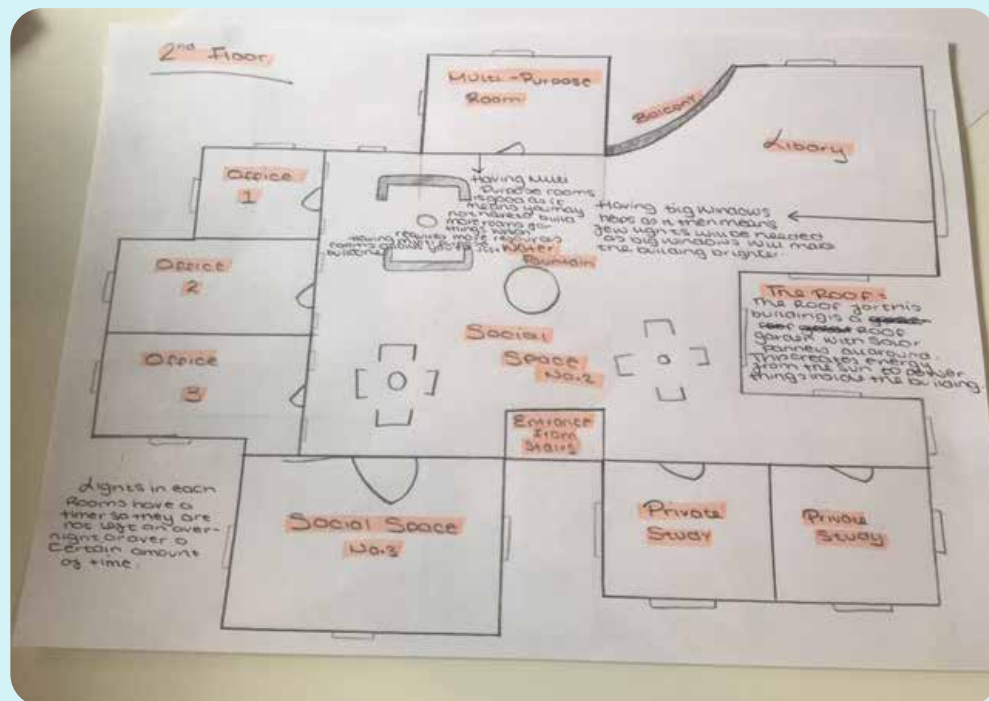
We were very impressed with the range of composition entered, with compositions featuring elements of world, dance, organ music and complete songs with lyrics.

We had three winners, one from each year, who demonstrated a clear vision, structure and development. Aiden Stallibrass (Year 7) and George Blissett (Year 8) composed their pieces using loops from the library of samples on BandLab, and Dylan Cook, our Year 9 winner, wrote a song, and recorded both guitar and vocal parts from scratch.

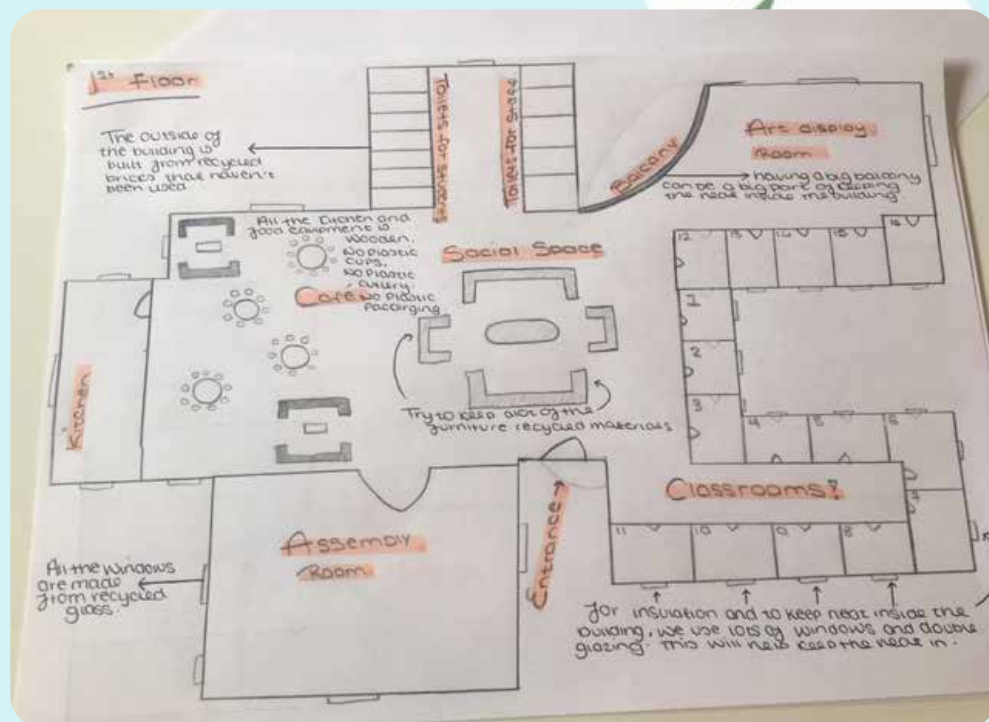
Congratulations to our 3 winners!

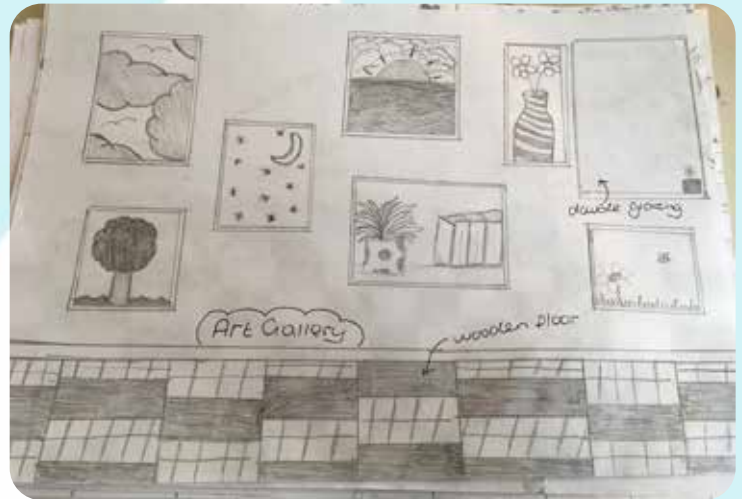
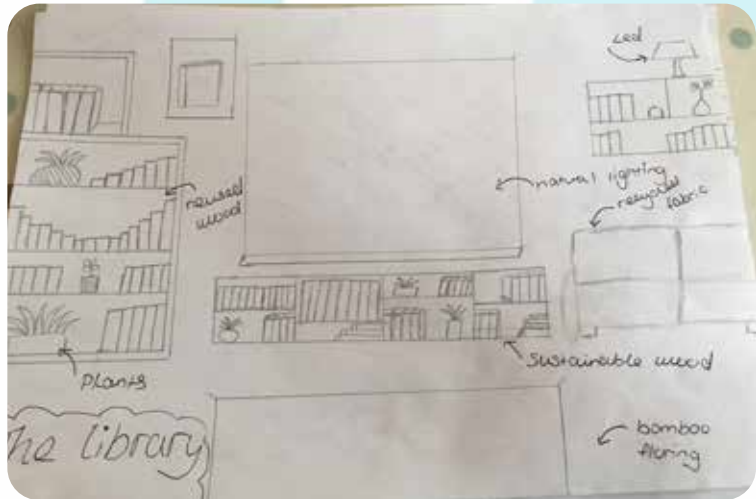
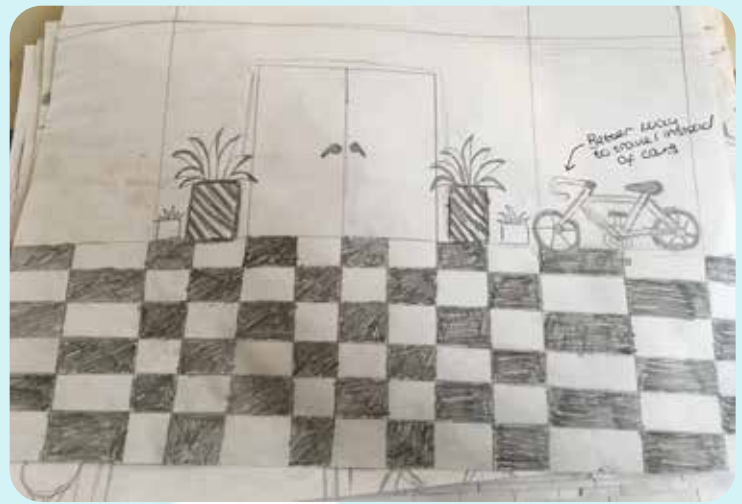
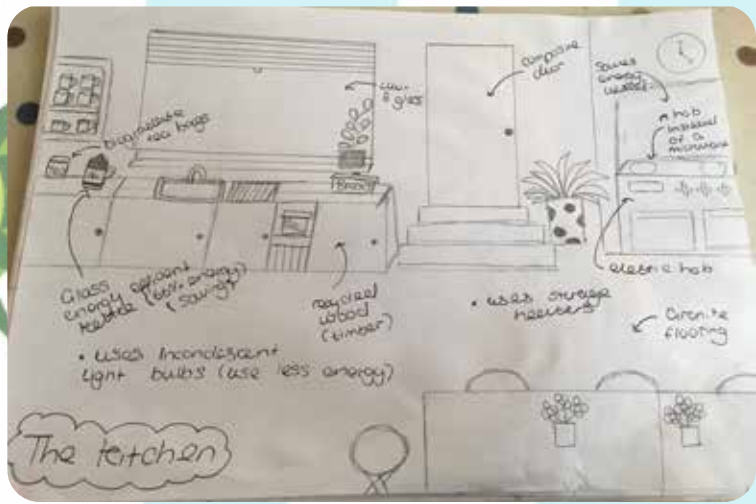
Students in Year 9 studied a unit on global warming and climate change

Sustainability



Elfie Paul





Ella Causer

Students in Year 9 studied a unit on global warming and climate change, and how the design of new buildings can make a very positive contribution to outcomes. Having studied a new development in London which completely focused on sustainable solutions, students were asked to come up with a design for a new 6th form block at TGS that included as many of these sustainable features as possible, against a design brief for teaching and communal spaces, a performance space, catering and so on, but that also considered transport to and from the building.

PHILOSOPHY

Art Work



On the key worker programme, students in Philosophy have been working very hard to create pieces of artwork for the National NATRE (National Association of Teachers of Religious Education) Spirited Arts Competition.

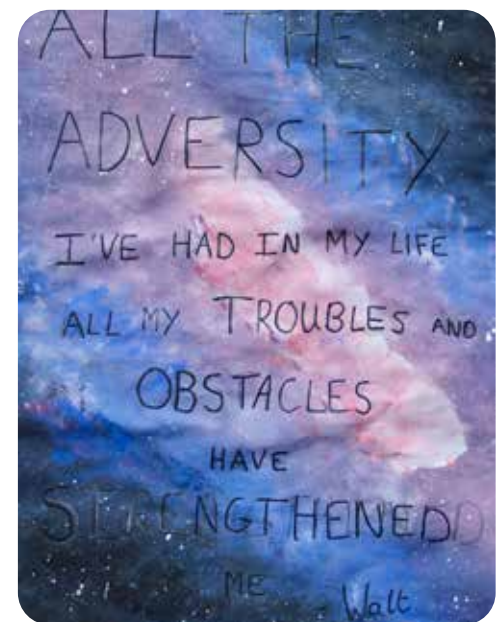
Students explored a 'big question' every week and transformed their learning into a piece of art work or poem; they then chose their favourite theme to create a final piece for the competition.

One question that really captured the students' philosophical thinking was 'God's good earth?' In this theme, students explored ideas and beliefs about the natural

world and human responsibility. Should we be thankful for the earth? Is it our duty to protect it? Have we run out of time? There were so many amazing pieces of work for this question; the art work really demonstrates the danger our environment is in.

The other question that inspired some fantastic pieces was 'Where is God?' In this theme, students were encouraged to think about why some might ask this question, particularly in the current world but also understand how a religious believer might answer this question. For this theme, students looked at a range of sources and philosophers from Nietzsche's idea that 'God is dead' to the concepts of prayer and religious experience.

The final pieces produced were so thought provoking and inspired great discussions.



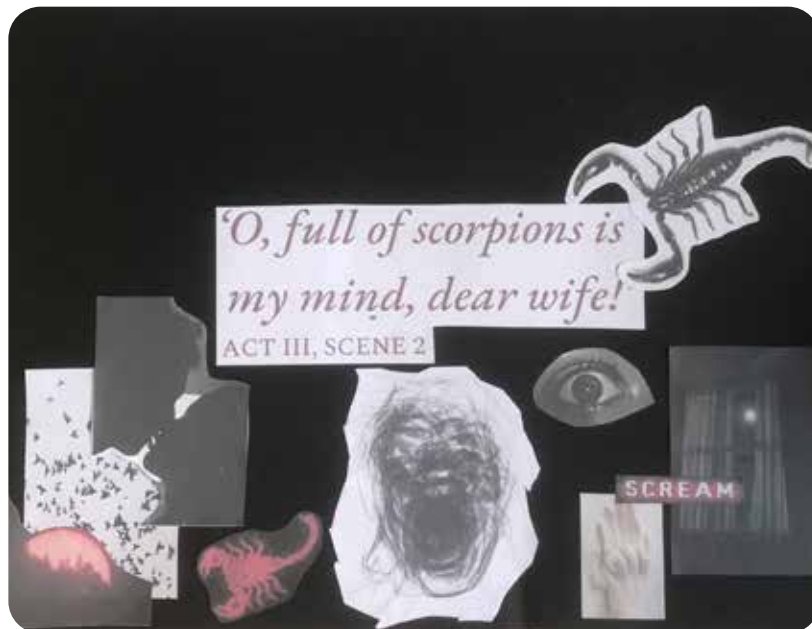
ENGLISH

Macbeth

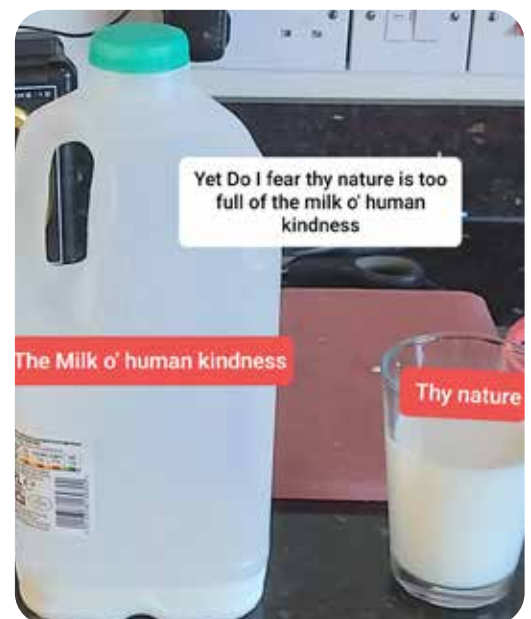
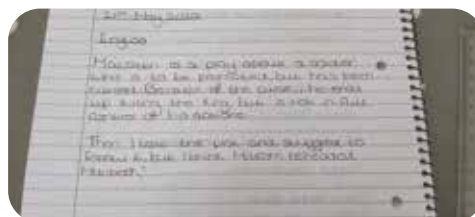
My Year 10 class watched the Globe Theatre production of Macbeth as part of their online English learning; as a creative response I asked them to choose a particularly powerful quote and illustrate it visually. Here are 3 particularly good ones

illustrating Lady Macbeth's advice to her husband before the murder of King Duncan: "Look like the innocent flower but be the serpent under't."

Rosemary Gray



Ruby Marsh



Emily Alleston

Jessica Williamson in Year 8, whose extra curricular creative writing has been selected for publication!

Jess's stories show the imagination, flair, and intellectual sophistication of a truly great writer with a promising future. She was able to hone her craft at the creative writing club run by Mr. Edwards. Well done, Jess, and long may the inspiration continue!

The Cell

In my walls a prisoner stands,
Bombing all around us,
He never leaves,
No one ever enters.

Silence engulfs the months,
I cannot gather the voice to speak,
Though would have much to say,
Bars of steel are not a good mouth,
To express my words.

Though one day a man comes,
He takes out a key,
Open my bars,
For the first time in months,
My prisoner is not alone.

The words of the other,
Make my face glow,
To hear a flood of words again,
I listen in to the conversation.

The phrases withered once more,
To stay another year this man,
Had to go along alone,
With only silent me beside him.

Slowly slowly over the year,
With only stale bread and water,
He began to stink something awful,
He lost his mind,
And rotted slowly from the inside.

A cold form against my wall,
The man's soul had left him,
All of a sudden I felt empty,
Never before had I felt so connected,
To one I had enclosed within me.

Never again will I be so distraught,
About a measly prisoner,



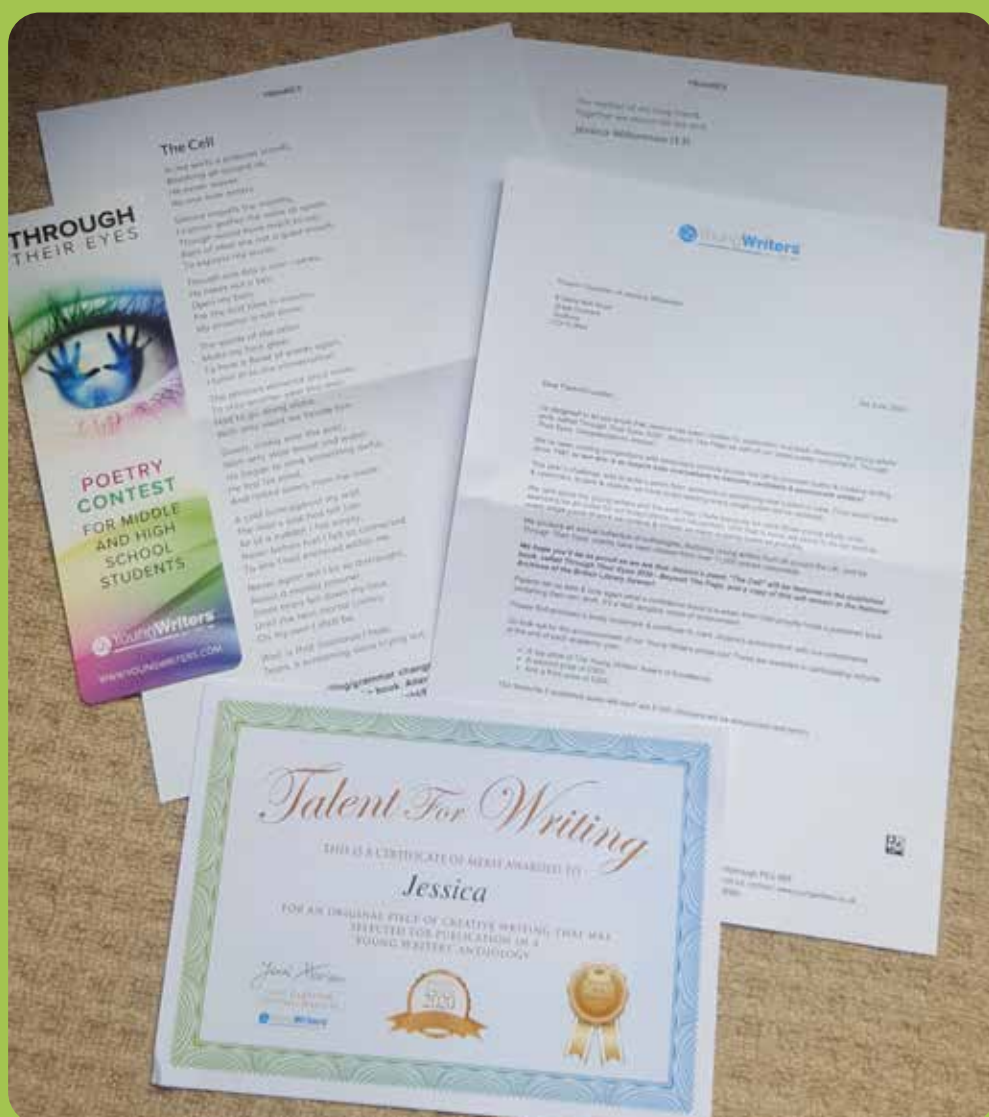
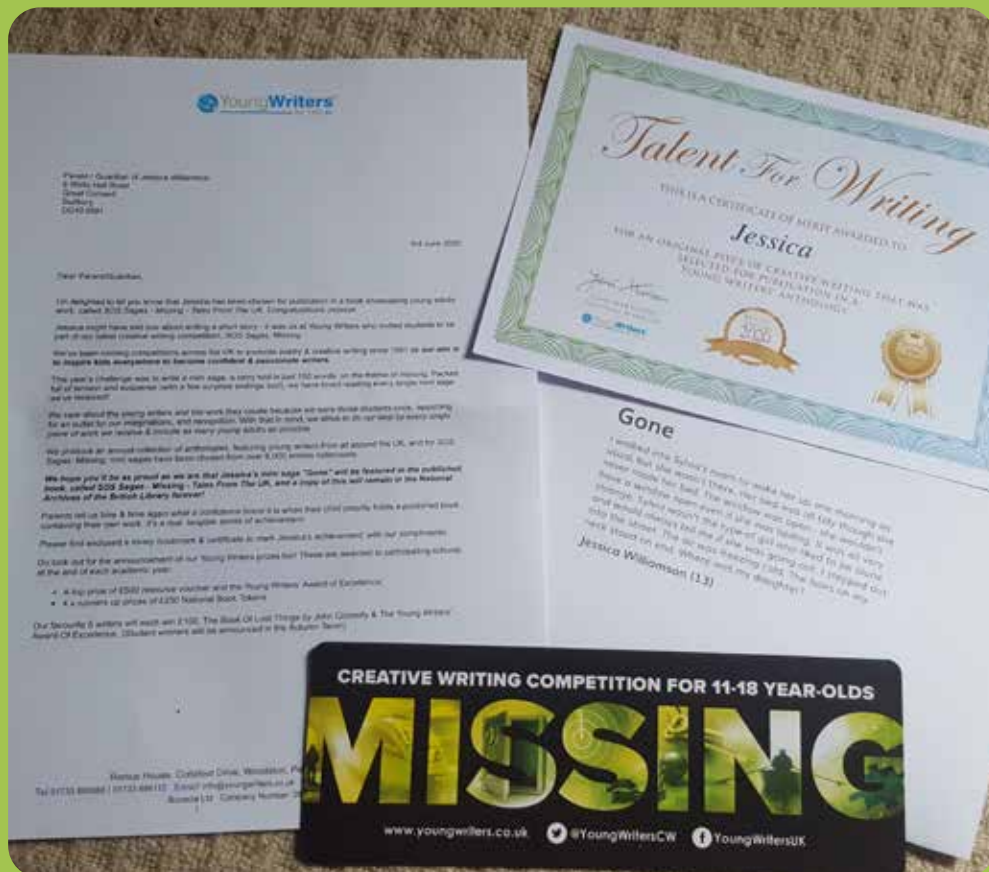
Silent tears fell down my face,
Until the next mortal comes,
On my own I shall be.

Wait is that footsteps I hear,
Tears, a screaming voice crying
out,
The mother of my long friend,
Together we mourn till the end.

Gone

She had gone. No note had been left.

I walked into Sylvia's room to wake her up one morning as usual, but she wasn't there. Her bed was all tidy though she never made her bed. The window was open - she wouldn't have a window open even if she was boiling. It was all very strange. Sylvia wasn't the type of girl who liked to be alone and would always tell me if she was going out. I stepped out into the street. The air was freezing cold. The hairs on my neck stood on end. Where was my daughter?





BBC 500 WORD SHORT STORY COMPETITION SUCCESS

We thought that you might like to read the 500 word short story 'My Saving Grace' which was written so brilliantly by Sam Moore (7S1) and then entered into the BBC 500 word short story competition. Unfortunately, Sam's super, heart-warming story did not make it all the way to the final that aired last month on the radio. However, there were over 135,000 entries and Sam's story did get as far as the last 5,000 and I am sure that you will agree that this is a fantastic achievement!

Well done, Sam!

My Saving Grace

Most people think I'm crazy. In fact, now I think about it, I probably am. Why? Well, you're about to find out.

Bushfires in Australia are devastating; they eat up anything in their path. It's just unfortunate that my family lives right in the centre of their territory. Our house was built in a large woodland area called Great Acre Woods, directly on top of the ashes of my grandparents' old house, which burnt down 30 years ago. My grandparents, unfortunately, didn't make it out in time. Nearly everything was lost, apart from one family photo – a picture of my grandparents. It's the only photo I have, and it's precious to me.

A night shift. Great. Sometimes being a police officer is frustrating. My wife, Sarah, and children were asleep when I silently slipped out the door and drove towards town.

The station was eerily silent. In the gloom, I could spot only one person in the room, sitting at a desk. The only thing on the desk was a radio playing

the news. Strange also, was that I didn't recognise him. He didn't wear regular police gear. In fact, he was wearing a very strange uniform. "I don't want to be rude, but who are you?" I said as I cautiously moved closer. "If I were you, I'd listen to the radio." The man's voice echoed unnaturally around the room. He twisted the volume control until it was easier to hear.

The news reporter spoke loudly: "...the bushfires are moving through the villages, and have reached Great Acre Woods..."

I gasped. "My house!"

The man nodded.

I turned and sprinted towards my car.

"Come on, come on!" I sped through the woodland. I could already see the orange flames licking at the trees like a ravenous beast. I skidded to a halt in the driveway and smashed through our front door.

"Kids! Sarah! There's a fire! We've got to go! NOW!"

We ran to the car and drove back to the police office - the only place we could go.

When we got there neither the man, nor the radio, were there.

Luckily the great fires were put out before they reached town, so I returned to our destroyed house to see if I could find our most precious possessions.

The area looked just as I imagined. Pieces of charred wood, smashed pottery and furniture littered the floor. I scanned the debris and saw a gleam amongst it. It was the photo of my grandparents.

The frame had cracked and half of the picture had burned.

"No, no, no..."

But then something else caught my eye. It was another photograph. This one looked as if the flames hadn't even touched it. I didn't understand. I picked it up. There was a person in the photo labelled John Moore - my great grandfather's name. Strangest of all, this person was identical to the man at the station who warned me about my house. The man who saved my family's life.

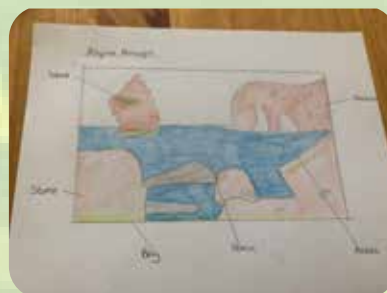
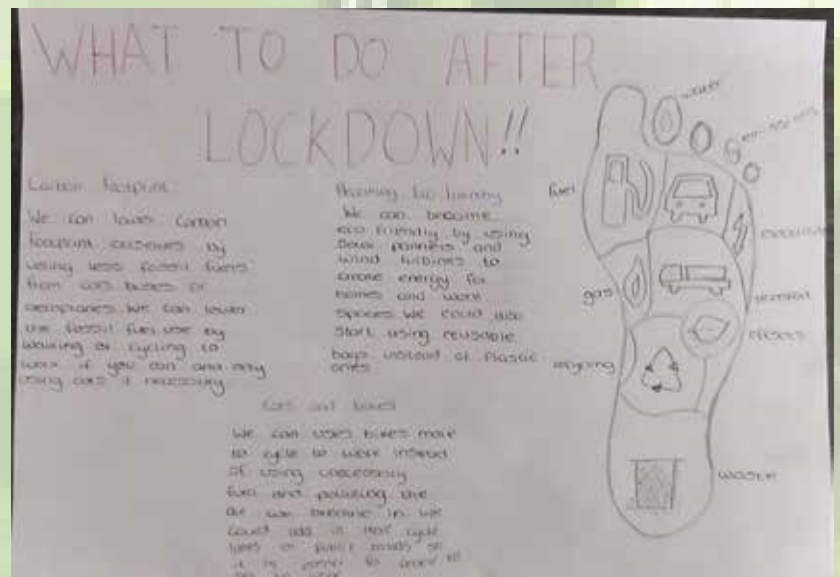
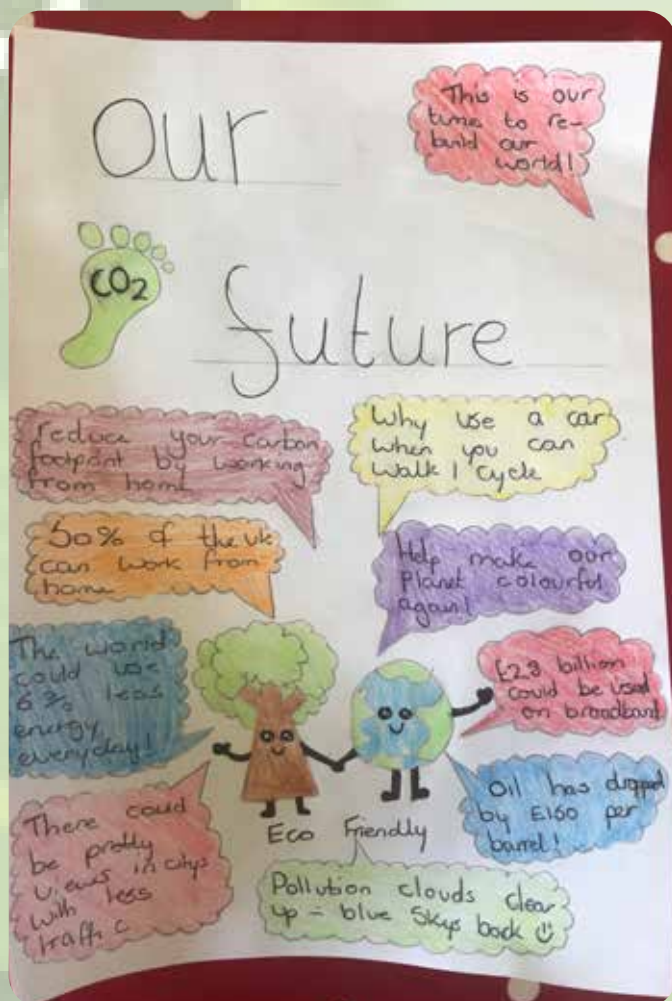
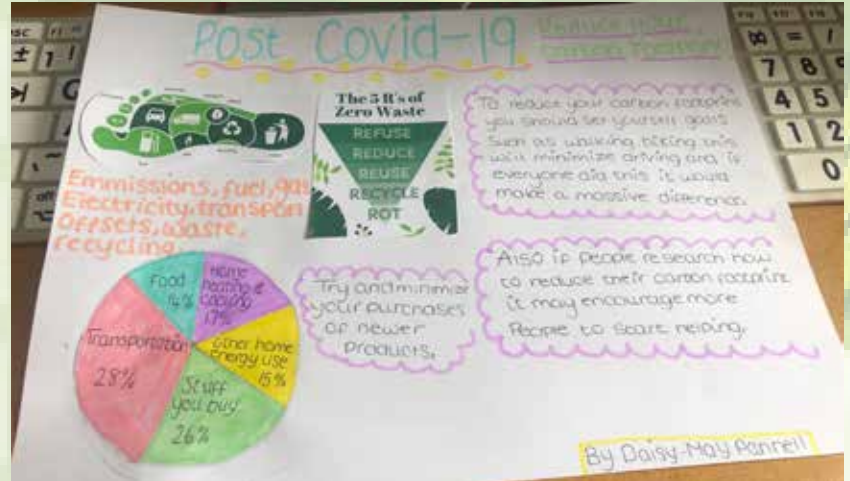
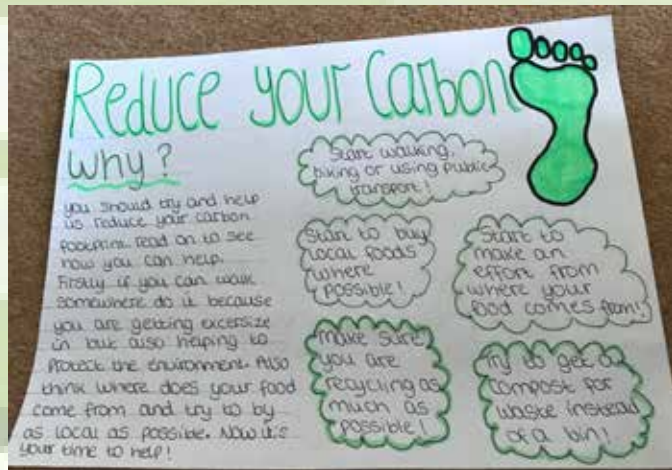
Sam Moore, Year 7

GEOGRAPHY *at home*

Year 8 and 9 Geography work completed at home during lockdown.

Topics include coastal landforms, global warming and reducing carbon footprints.

Congratulations to the students whose work has been featured.



A selection of students' thoughts on the lockdown period:

What I miss most is having nobody else around me to communicate with, like in a classroom with other students. So far in lockdown my favourite thing has been going on a nice long walk every day, where me and my family walk our dog to the country park and back. The thing about homeschooling that I will miss is the fact that I don't have to wear any uniform whilst doing work. I think lockdown has changed me because I think when coronavirus is gone, it might take me a while to get used to not washing my hands every hour! It has also changed my thoughts about teachers because when they aren't around things get difficult whereas in class things are more simple. It shows how important having teachers around whilst you work benefits.

Blake Bailey Year 7

Do you know how silly I felt, being happy and excited, I didn't have to get the bus every morning at 7.50am, but after a couple of weeks that happiness turned into boredom and disorganisation because I had no routine. To be honest you can find out a lot about your friends in lockdown; like how some of them can't cook. I myself have tried my hand at cooking, but it took a long time for the food to get to the plate.

William Parsons Year 9

Ron (my neighbour) showed me his medals from Burma and his dad's medals from the first world war, listening to him talk about going to war at 18 made me realise how fortunate I am at a time when it was easy to feel that life was quite unfair. You need to be proud of yourself for these things: during lockdown you worked hard in all different areas of your life.

Will Bradley Year 9

It feels like school and home have switched roles - I'm always wanting to come home from school but now I want to go back to school with my friends and be able to get help with work. It shows how much we need and want school but we didn't realise it.

Ruby Lowman Year 9

Lockdown has taught me that there are people who are more lonely than others and throughout I have helped in as many ways as I can, even if it is popping round my friends or family to have a chat in the garden. Going for the weekly food shop is now classed as an exciting opportunity! I am grateful that I have learnt so much about life, the virus and how important our friends and family are. In

the future I will be able to say I survived living with the coronavirus, however my mind will be with those who lost members of the family due to Covid-19.

Lily Gittings Year 9

I have learnt how well my family work together as a team and I feel really proud of us. We've built garden furniture together, exercised together, spent every single day together for over 100 days and I still really like them all. I've learnt to be more tolerant, I think because we have to wait for laptops or out turn on something. I have also learnt how to manage my time better and to make sure I'm active and eating right and not too much. My hair is really big and I cannot wait to get it cut, as I am writing this I only have to wait 2 more days, my mum is taking a photo of us all before and after because there will be such a big change.

I miss my friends though I am looking forward to going back to school when I can. I even miss the lessons....

Willis Cook Year 7

One of the highlights of lockdown is getting stuff done that I have been meaning to do for ages. I have been even more organised and productive than usual. I have learnt about myself that I shouldn't take everyday things for granted as you won't always have them. What I didn't know about myself was that I was going to miss school which I never thought I was ever going to say.

Freya Whiting Year 7

During quarantine we have had so much family time and I have loved it because normally we don't have any because we are so busy, and I have become so much closer with them, it's been really fun. I am excited to come back to school though because now I will get back into my normal days and see my friends.

Isabella Sell Year 8

If anything I've been more focused on work than I would've been normally. I've found that it's been more productive for me to set my own goals. So what shall I take away from the fascinating experience? Well I'm more self-motivated than I ever knew, my brain is an endless continent just waiting to be explored, I enjoy my own company and I've achieved all of this while never having to take a step. I've learned that it's our privilege to have The Internet, which when utilised correctly, can entertain, educate and enrich you forever.

Jonny Hawley Year 10

A selection of Lockdown thank you messages:

"I want to convey that I really appreciate the enormous amount of work that Mr Lloyd and the TGS staff have put in over the past weeks reorganising the school in order to accommodate the children one day a week. This must have been a massive and complex challenge. As a parent trying to motivate children to study at home, any teacher contact is a huge bonus."

"Just wanted to say thank you for doing the online lessons as you are. I've been going through the powerpoints and writing up the notes before the video calls which means I can then go through and highlight and annotate them as you're talking. I'm finding it really helpful to reinforce the information and it's definitely a lot better than just going through and doing it on my own!"

"I just wanted to email my thanks to you, and to all of the teachers that have been working incredibly hard to provide online work for my son since we have been in this lockdown situation.

He has been trying really hard to complete most of the work that has been set, and we both appreciate the feedback he has received from emails and merits on Go4schools.

I know all of the staff have been working extremely hard in school and from home, and I really hope that you will be able to have some kind of break over the half term holidays."

"Once again thank you for contacting me and all I can say is the correspondence and support from TGS throughout this challenging time has been exceptional."

"I would like to take this opportunity to thank you and all the TGS Teachers & staff for your amazing efforts in arranging & managing educational provision, both on & off site.

These are unprecedented circumstances & your efforts and expertise are hugely valuable to all of us."

"Thank you for your continued support and efforts that you have all made during this difficult time. The communication from the school since the announcement to close schools has been excellent and has been greatly appreciated.

I wanted to also say I appreciate you as teachers must feel equally upset, as you have all invested so much time and effort into preparing the students for their exams, to have it cut short so abruptly must have been equally devastating for you as it was for them.

So a heartfelt thank you to each and every one of you for your continued efforts and support and for helping to shape my son's future.

I will do my very best to continue to support him whilst he is at home and ensure he puts his time to good use, in the hope that he goes on to make you all proud.

I know he was very proud to be a TGS student and loved his time at school, he will miss it greatly."

"I just wanted to take this opportunity as a parent to thank the wonderful staff that have provided my daughter with the education she has received at TGS. The support, commitment and dedication that has been provided to her with her studies by all staff over her 5 years at TGS is a reflection of how dedicated everyone is to our young people. Although her time at school has been cut short and she won't experience taking her exams she can leave knowing that her consistent approach to work will reflect in the grades she receives."

STAYING *Positive*



PIC•COLLAGE



INVESTIGATION SKILLS:

Sam Clayton 9S1

As part of the home learning tasks for Year 9 in science, students were challenged to use their scientific skills to plan and carry out an investigation into any factor they chose. In order to demonstrate good scientific method students were reminded to:

- Define an aim or hypothesis for their test.
- Make a prediction of what the results will show.
- Write the method including the variables and any safety precautions to consider.
- Create a table for the results.
- Draw a conclusion about what the results are telling you.

There was a range of factors investigated; bouncing balls, dissolving sugar, changes in heart rate, but Sam Clayton chose something very colourful - crystal growth.

As an observational investigation, Sam - like many famous scientists through history - kept a chronological log of his experiment and checked it regularly

3 Jun 2020

Today I have decided to do a practical to investigate the growth rate of calcium carbonate crystals, more specifically aragonite. I have attached the work I did today and I will continue to observe the crystals over at least 10 days.

5 Jun 2020

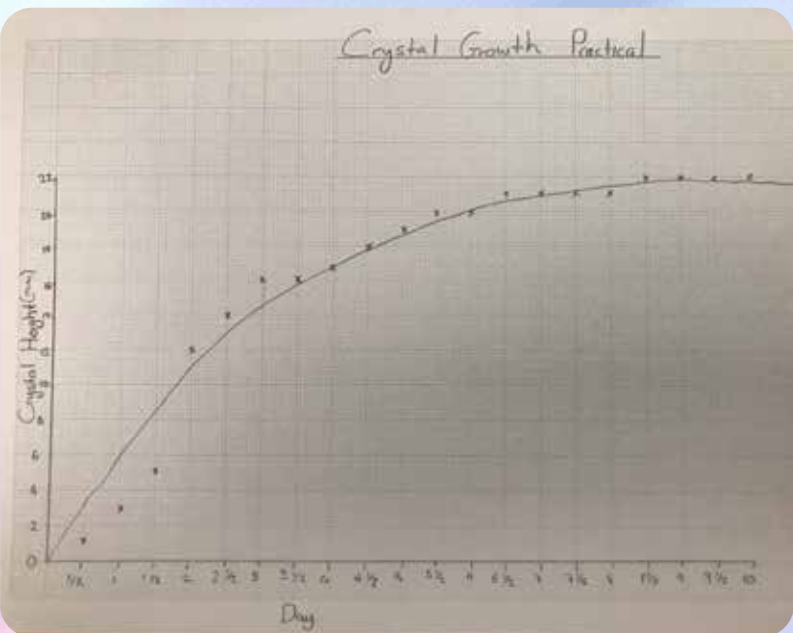
Today is day 2 of my crystal growth practical, today there has been a jump in growth of the crystals. This could be due to the colder weather we had last night

and today. Although I cannot be sure of this until I gather more data. I will be sure to make a note of the sudden change in conditions.

22 Jun 2020

Sam's observations, results table, graph and photographic record show a thorough and rigorous approach to his investigation demonstrating excellent scientific method - a star scientist in the making. I think you'll agree that his final crystals show the true beauty of the science that we can find around us everyday, if we only look for it and challenge ourselves to find out more about what we see.







We want young people to have their achievements recognised and to be able to work towards their DofE Awards, despite the impact of COVID-19.

The Duke of Edinburgh Award really does make a difference to our young people's lives.

Like many charitable organisations the DofE Award has been affected by Covid 19. However during this lockdown period adjustments were made to the award to allow our young people to continue to broaden their horizons, develop new skills and discover new passions whilst at home and supported virtually. Although exams were cancelled for our Year 11 students, they were still able to complete their award from home and add this qualification to their CV. Congratulations to all the DofE participants who have completed their Bronze Award this summer and to those who are just starting their journey.

Mrs L Crawford, DofE Manager



Kaedyn and Ithalia Duke sharing what their village has done in LOCKDOWN

They painted rocks and added them to the 'peaceful path.' They also made a zoo trail for children of the village to spot the animals and learn about them. Kaedyn and Ithalia made the Pangolin display. People donated money to do the trail in aid of Colchester Zoo.

It raised nearly £1300 in the end, but also inspired Long Melford and Great Cornard to do the same. Between the three locations over £4,000 has been raised for Colchester Zoo.





The past few months have been very different for all of us and have seen us cope with a variety of challenges. Here in the Careers Hub we are continuing to support students both at home and at school, who need help making important decisions about their futures. We are here to guide students on their journey into higher, further education or apprenticeship, and advise them on how best to equip themselves with the skills and knowledge needed to succeed.

We would encourage students to use this time wisely. Learn new skills, research possible future careers or study options, take up virtual opportunities of work experience and volunteer if at all possible and safe to do so.

Well done to all the students who have benefited from the experiences and opportunities available online during lockdown including -

Virtual work experience in areas such as construction, theatre, PR, marketing and accounting
Weekly virtual talks from inspirational men and women in business (Speakers for Schools)
STEM - International Women in Engineering broadcasts and events

For those of you who have missed out this time around, please read your emails regularly to ensure you can benefit next time these opportunities come your way.

One-to-One Careers Guidance sessions are available to students in Years 10-13 to help them answer questions such as -

What A Level subjects should I take?
6th Form or College ?
University or Apprenticeship ?
What job would best suit my skills and personality?

Currently these are via Google Meet by appointment. Please contact Mrs Osborne to arrange.

For those students who would like to explore career opportunities themselves over the summer break, there are many great websites you can use to help you, for example -

Start Profile - Allows you to create a FREE login name, enter your skills, qualities and interests, it will then suggest jobs, based on your input, that you might want to explore further.

Icanbea - Focuses on local jobs, industries and opportunities as well as allowing you to explore specific jobs and ways into those professions.

Skills Builder - A great new site that helps you build skills. Parents can sign up free of charge.

UCAS - If you are considering University this is a great site with lots of useful information about where you can study, entry level requirements and much more.

Ask Apprenticeship - For all information on Apprenticeships and how this could be a viable alternative to University.

Ms Perkins and Heads of House have been working hard to get the Year 11 Record of Achievement folders ribboned in time for results day in August. Thank you to all students who have been uploading evidence onto Google Classrooms and for returning their folders to the Careers Hub.

Last but not least we now have a Careers TV library which is available to all years via Google Drive: it comprises 30+ interviews with professionals about their jobs and the route they took to that profession. Students can hear from the horse's mouth what it is like to be a firefighter/speech and language therapist/army officer/interior designer/journalist/physiotherapist and many more.

Thank you to the parents who have been interviewed so far, for generously giving up their time to support this project and to the members of staff who have nominated friends and family.

If a parent, family member or friend of a parent has an interesting job, and is happy to be interviewed for 30 min via Google Meet, please contact Mrs Osborne on kosborne@tgschool.net. We would like to build our library of interviews to over 100 over the next year, to inspire students to pursue ambitious and rewarding professions. Many thanks for reading this and I hope you have a great break over the summer.



Year 12 *Apprenticeship* Workshop

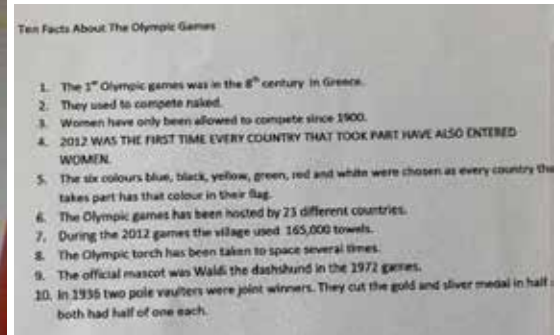
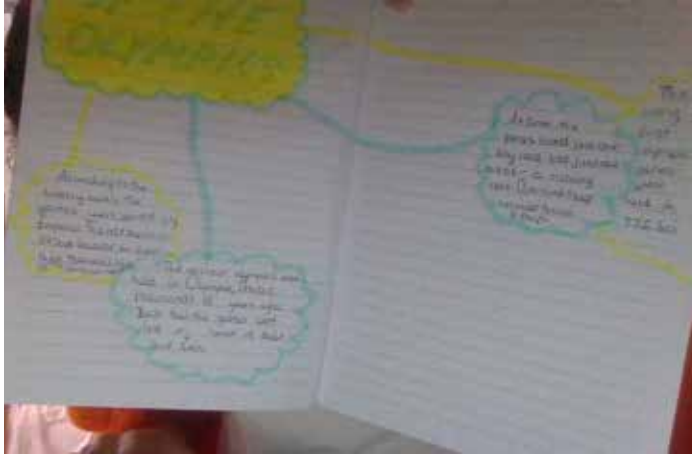
The Apprenticeship workshops are taking place every afternoon from 13-16 July and are designed to give students all the information they need to decide whether this route into work is a viable option for them. It will cover details such as the split between work and learning and the different levels of Apprenticeship available from Intermediate Level 2 through to Degree Level 6 & 7. It will also cover long term prospects, how to search for those opportunities and how to go about applying.

We will have a guest speaker from Ask Apprenticeship who will set tasks for the Year 12 students to complete and be available via video conferencing to answer any questions afterwards. We will also be hearing from Penny Wilby, our school Business Network Co-Ordinator about the key skills employers are looking for and how to stand out from the crowd.



We have been able to be part of many initiatives during the final half term. As a school we were still ‘stepping up for our NHS’, we signed up to the National Schools Sport Week, as well as Active Suffolk Virtual sports week. This is all extra to the weeks PE challenges set by the PE team, along with some Olympic games work. We have had some very good pieces of work sent in from our students. Some examples are below.

Olympic Games Work



NATIONAL SCHOOLS SPORTS WEEK 2020

National School Sports Week 2020 -
#NSSW

National School Sports Week is an initiative set up by the Youth Sports Trust to engage schools and their students in sports and activities whilst in or out of school, to offset the loss of this year's sports day events. The Youth Sport Trust created ideas for five

sporting areas for students to undertake: Athletics (Track and Field), Aiming Sports, Team Sports, Adventure Sports and Artistic Sports.

Students were asked to undertake one activity per area for a day per week, plus an additional distance challenge which became an inter-house competition.

Students were asked to submit their results for their chosen activities into a form for ease of analysis; 32 responses were recorded with the majority from Abbas. Most responses were reported for the distance

challenge, with 158.72km recorded and Peyton travelling the furthest at 74.5km.

More virtual activities will be published alongside the PE department’s own challenges.

WEEKLY PE CHALLENGES

Key Worker Programme

There has also been an increasing number of students attending the key worker programme in school. These students have followed the social distancing guidelines, to perform many activities, such as foot golf, rounders, badminton, dance and fitness.

Many thanks go to all the staff who have contributed to all parts of the PE offer during the Covid 19 pandemic.



Stella Chandler in Year 9 playing football in her garden





A special mention should go to Connie Clasby-Myers who completed all of the individual challenges whilst competing against her dad who also got involved, and Stirling Blakebrough, both in Year 7, for an outstanding contribution to the challenge – Stirling completed 2754 step ups in one day!

Most steps overall - 60919
Most participants overall - 192

Most step ups in 40 seconds – 52
Most step ups in 50 seconds – 61 Connie's dad
Most step ups in 1 min – 80
Most step ups in 72 seconds (known as the Rocky Balboa challenge) - 79
Fastest time to complete 100 step ups – 1 minute 33 seconds
Fastest time to complete 107 steps (known as the Wembley challenge) – 1 minute 50 seconds

*Congratulations to everyone involved.
A real achievement in supporting such a worthwhile cause!*

The campaign is still continuing, with many more challenges, including an expedition fortnight, where participants need to climb certain mountains.

If you would like to donate and help us reach our target please visit: <https://www.justgiving.com/fundraising/joseph-cain1>



SIXTH FORM START BACK!

Our Year 12 students have returned to Sixth Form after several weeks of Lockdown. The Sixth Form building has been transformed to accommodate the government guidelines and to ensure the safety of our students and staff. Although our online program has been very successful, the ability to have actual face to face teaching is invaluable and has been fully appreciated by all of the students:

'My return to school was dealt with well by the school'

'I feel safe and comfortable'

'Love being back in school'

'Teachers focused and always available'

'Teachers are organised which makes me feel safe'

'There is a proper structure to the days'

'Happy to return and it's good to be back'

'Well organised and lessons planned out'

'Love the newly improved coffee shop'

We are looking forward to some kind of normality in September, and welcoming our new Year 12 students into their Sixth Form.

If you need to find out any more information please contact us:

sixthform@tgschool.net



Cafe 1727 NEW IMPROVED COFFEE
SHOP OPENED



The Sixth Form coffee shop is one of the several eateries we have at TGS.

We are extremely lucky to have increased the capacity of the coffee shop which now offers an even more spacious and comfortable venue for study and socialising. Our Year 12 students have really appreciated the extra space, as well as the Sixth Form Garden area.



COMMITTEE'S MANIFESTO

During these unprecedented times, we maintained our motivation and have realised that the key to achieving our goals is to adapt to new circumstances, yet still continue to challenge ourselves, with the greatly appreciated help of staff and committees. During the summer term, we have formed Sixth Form committees and have started to set up the framework for our further goals that cannot be achieved remotely.

As of last month, we have registered as an Eco School (part of Keep Britain Tidy), working towards our Green Flag. Our eco-coordinator, Miss Hilson, has been working in collaboration with the lower school eco committee to create the framework for when we all return in the (hopefully not too distant) future.

Our manifesto for what we would like to achieve as your current head boy and head girl is as follows:

Restart lower school student parliament: Gaining feedback and ideas regarding all aspects of school life from all year groups with representatives to help better the TGS community.

Introduce 'tutor group takeover': Sixth Form representatives leading educational activities and seminars for lower school during tutor time.

Creating healthier and more varied options for food and turning the Snack Shack into the Healthy Hut.

Focus on raising awareness of RAG week this October, to support charities.

Trialling extracurricular qualifications for Sixth Form.

For example, a short CPR course.

Languages week: 'Tour of the world' concept.

Increased sporting events and participation.

Increased networking opportunities and ties with local businesses.

We thank the TGS community for their ongoing support and look forward to implementing these positive changes.

George Dunn & Milly Wingate



THE EPQ - INDEPENDENCE, PASSION AND PRIDE

A number of our Year 12 students are exploring topics with the intention of taking the EPQ, aka the Extended Project Qualification, in Year 13. The EPQ is a stand alone qualification, is worth UCAS points and is designed to give students the opportunity to study independently. Students choose their topic, develop their own plan to complete the project and follow that to completion, often making adjustments along the way as both their project and views develop. It can be either a written report or a creative artefact, which can include an exhibition of creative work.

It is a great platform for students to explore an idea or subject area they feel passionate about but have not covered in their normal studies. Often students will choose topics that cross over different subject areas or, perhaps most valuably, have a strong link with the kind of subjects they want to study at university. After all, there are literally thousands of possible degree level qualifications out there and these will certainly not all be covered with any one student's selection of subjects in any Sixth Form.

Employers and universities place incredible value on a person's ability and willingness to be independent. They also recognise that this does not mean operating in isolation and we agree. We think that being independent means making good choices, being motivated and staying committed, among other things. To that end all of our EPQ students will get the benefit of taught sessions where they will cover the key skills and methods that will really help in researching, planning and crafting the project. Most importantly students will be linked with an EPQ supervisor, a member of staff who will meet with them regularly and guide them in their completion of the project.

Students who complete the project often feel a special sense of accomplishment. They have faced a challenge and responded with something that is unique and entirely their responsibility. As a Sixth Form team we can't wait to see what our students choose for their new projects and the pride they will feel by completing the EPQ.

GOODBYE & GOOD LUCK

Year 13 of



It was incredibly sad that we were not able to say our goodbyes properly with the Year 13 students this summer. Many of the students and staff were devastated about having to cut short their Sixth Form experience and it was humbling to hear from many of them about how much they appreciated their teachers and time at TGS Sixth Form. We are looking forward to seeing



them on results day and will be wishing them the best of luck for their next adventures into University or Apprenticeships. We are also going to be celebrating Year 13's time at TGS Sixth Form in December so that we can share their experiences from Sixth Form, as well as what they have been up to since leaving. Mrs King has been in contact with all of Year 13 and has had a fantastic response so far. *It is an absolute privilege to have worked with all of you and I look forward to seeing you again soon.*



2020

It is an absolute privilege to have worked with all of you and I look forward to seeing you again soon.



2020-21 TERM DATES

AUTUMN TERM 2020

Wednesday 2 September (Year 7 & 12 only), Thursday 3 September
(all students) - Friday 18 December 2020

Half term: Monday 26 October - Friday 30 October 2020

Non Pupil Days: Tuesday 1 September and Friday 23 October 2020



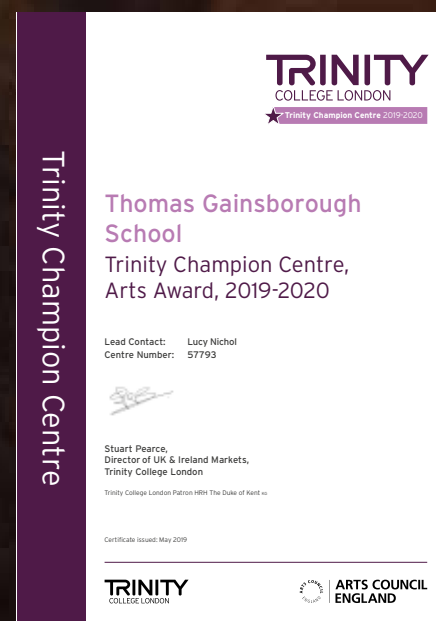
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@tgschool



Thomas Gainsborough School, Wells Hall Road, Great Cornard, Suffolk, CO10 0NH
Telephone: 01787 375232, Fax: 01787 377386
enquiries@tgschool.net, www.tgschool.net

If you would like to visit us it would be our pleasure to show you around. Please contact us on 01787 375232