



# Headlands HEADLINES

ISSUE **38** FRIDAY, JULY 16th 2021

## Headteacher's message

**L**et's start by reflecting on a really positive live performance by our students last week at the Spotlight Theatre in Bridlington.

On behalf of the Senior Leadership Team, Miss Roberts (Assistant Head) reported that the year 13s performed a powerful and emotional extract from 'Girls like That'.

Miss Roberts reported the performance was 'stunning' and 'highly professional' in delivering the sensitive issues in the play.

A big well done to all the students, as well as a special congratulations to Mrs Morgan for stepping in at the last minute to play one of the characters - a sterling performance!

Students to be congratulated were Ellie Bell, Megan Neal and Kira Walker.

The second play 'Two' was performed by the Year 12 Drama group. The students involved delivered a hilarious but heart wrenching portrayal of working class life set in a Northern pub in the 80s.

The students delivered the amusing, sensitive and emotive storyline superbly well.

The students were Eddie Golden, Louise Fawcett, Rhiannon Thorley, Alfie Grimshaw, Lucy Wilson, Tom Stone, Kirsty Emmerson, and Josh Christian.

Also, a big thank you for helping out needs to go to Mrs Bannister and Mr Copeland.

**T**hen, this week Mr Temple has hit the headlines. He has produced a paper in response to a report by Oxford University Press on the Future of Science Education. His response can be seen further on in this edition of Headlands Headlines.

Reading Mr Temple's response made me feel quite emotional and certainly provoked lots of discussion. All in a day's work Mr Temple - well done for expressing your views so passionately.

In terms of staffing news, Mr Robinson will from September 2021 be our Senior Cover Supervisor - supporting teachers in the delivery of teaching and learning in the classroom and line managing our fantastic team of cover supervisors.

Any questions or queries in respect of our cover supervisors, please in the first instance direct your queries to him.

**A** letter has been emailed out to parents and carers this afternoon (Friday) with our current arrangements for the last week of term, including Sports Day and the Flamingo Land trip.

We are of the view that these arrangements will help everyone out in terms of emotional well-being and stress levels at the end of a very busy and extraordinary academic year.

Finally, despite all our best efforts, COVID-19 during the course of this week has remained a real challenge for lots of schools across the county and country.

Whilst the national Government rules are changing for our return to school in September, it is really important we need to remain conscious that the virus still exists and isn't going anywhere quickly!

Stay safe and well,

*Sarah Bone*

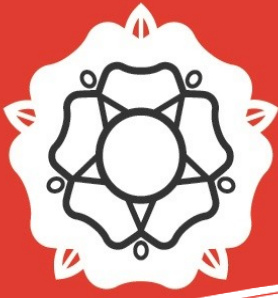


## Community litter pick

Staff and students went out in the sunshine after school on Thursday, for the first of our regular community litter picks.

The team met some of the staff from Co-op and collected eight bags of rubbish from around the store, as well as from around Martongate, Sewerby Heads and Sewerby Road.

Around 20 students had signed up to take part but were isolating, so we hope they will get involved in the next litter pick after the summer holidays.



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## Summer Holiday Food Hampers

### Important Message

All free school meal children are welcome to two food hampers over the summer holidays. To access your food hamper please visit [www.erfpa.org.uk](http://www.erfpa.org.uk) to book your click and collect slot at the nearest location to you or call 01482 871077 if you need assistance with your booking. The click and collect service will be live from 19<sup>th</sup> July.

The Hinge Centre will be providing the Summer Holiday Food Hampers if you are located in Bridlington/Bempton/Flamborough.



Department  
for Education

Year 9 students have been looking at multicultural dishes in their food technology lessons this week.

Lucy made a fantastic Tom Yum Soup.

Theo made some Mexican beef tacos.

Bethany made some Greek lamb kebabs.



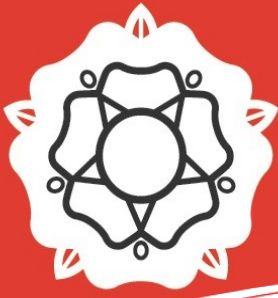
## Careers Corner

- This month's Apprenticeship Pack for Parents includes: Using downtime to get ahead and help your child recognise their skills and strengths, essentials to be work ready, T Levels in Construction, Post 16 Support for Pupils with SEND, plus more information about specific apprenticeship programmes on offer.

<https://amazingapprenticeships.com/app/uploads/2021/07/>

Parent-Pack-July-2021-1.pdf

- The Team Headlands Careers Google Classroom is suitable for all year groups and is updated every week with links to videos, motivational talks and toolkits to help students decide on the right career for them. We would encourage parents to take a look with their children at the resources. The code is auz5ijv.



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## Work experience feedback

Headlands School has received some brilliant feedback from students and employers about the work experience placement for Year 10.

Some of our students were able to undertake placements with local businesses and the others completed a week of virtual tasks, and uploaded their work.

98% of students engaged with the virtual offer and, of those who went out into the community, 100% of the students found it a positive experience and felt that they developed skills for the future.

A number of students impressed so much that some have been offered immediate part time jobs or offers

of full time jobs and apprenticeships when they finish Year 11.

This is brilliant news for our students and shows how valuable our work experience programme is each year. On this page, you can read some of the feedback from students, and some of the references which were sent by employers.

Work experience was amazing. It gave me the opportunity to explore different career options in agriculture.

I enjoyed it as I got to see how museums are run whilst also dipping into the archaeological side of history too.

I found my week of work experience very interesting and learnt new skills which will help me in the future.

I really enjoyed my work experience at the vets and it helped me learn about how to work with different animals and I got to watch some surgeries and little procedures.

My time on the military course was absolutely fantastic and I would recommend to other years. My favourite activity was living in the field where we ate rations and learnt to survive in the wild.

Zachary proved to be an invaluable member of the team during his work experience. He was shown all aspects of running the store and proved excellent at all of them.

As the week progressed he became more confident in dealing with customers and showed how much he was learning whilst here.

The confidence gained in just talking to and dealing with the general public is an invaluable skill that can be used in any work environment.

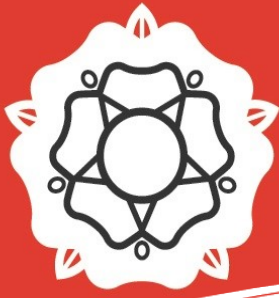
We found Sienna to be a pleasure to work with. She is polite and articulate and can engage in conversation with someone who is much older than her, which at her age is a real strength.

Abigail was really hands on with the practical aspect of the work experience. She used her knowledge and skills for art by producing some beautiful displays for the department.

She worked hard in lessons providing support for the teachers especially in the preparation and execution of equipment and materials.

She was a polite young person to have within the department.

Toby demonstrated a great attitude at all times and he was always keen and enthusiastic to learn about life on the farm. Toby was always punctual and prepared for the day ahead. He demonstrated impeccable manners and was able to work flexibly.



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## Work experience feedback

Tegan is a bright, friendly girl who really took the opportunity to learn as much as she could about what working in a veterinary environment involves. She was punctual, well presented and keen to learn. She was polite and friendly with the staff and seemed to really enjoy her time with us.

Lily was extremely confident, polite and professional at all times and a pleasure to work with. She takes direction well and is not afraid to ask for help, but she is also confident being left to her own devices.

## The future of science report

As mentioned in the Headteacher's Message, Mr Temple has produced a paper in response to a report by Oxford University Press on the Future of Science Education.

His work has led to him being approached by regional and national media.

Here is his report:

"Sir, is it true that...?"

"Sir, I saw this tiktok where..."

"Sir, my mate says..."

A day in the life of. A cog in the machine of our science education system, one I think most science teachers could empathise with.

These questions are enthralling and exciting, and the students want to know more. But there's a problem, I'm expected to know the answer, or at least, the students in the room at the time expect it. I infuriate them.

"What do you think? Why? Could you prove it?"

"Don't you know, sir?"

In fairness, I probably don't.

I like to think that I'm somewhat competent at science. Well, I can at

least teach students to a 'secure' level so let's say that I am 'secure'.

That doesn't mean that I can list the entirety of facts about everything in Biology, Chemistry and Physics. What I can do is rely on the science I do know and apply it to try to come up with an explanation for a phenomenon in the real world, I then have the skills to research or design an experiment to figure out the answer.

The students I teach are not assessed on this capability. They're mainly assessed on recalling information and applying formulas which they have learnt by heart. So who can blame them for assuming I know all the facts about science?

The future of science report hits on some key points. The majority of science educators do not believe science education is fit for the future.

Most students will not take any science qualification higher than GCSE so it's critical they leave with a future-proof idea of how to interpret the world around them, decipher information from misinformation and cope with a rapidly changing climate.

Our science education system is aimed at propelling people into further education in science, not to become critical thinkers who can adapt their views based on evidence in front of them.

As the report cites, to do this we need a radically different way to assess our students, the real-life benefits of being able to memorise formulas or mnemonics is minimal, but the advantages of having a system which promotes critical thinking and adapting our ideas to evidence is crucial if we are to ever leave our echo chambers online and, actually collaborate as a community.

If we are to fail in this endeavour to change our ideas around teaching and assessing science, the experts all over the world have spoken: "science education is not fit for the future".

In any case, if the majority of science teachers believe our science education is not fit for the future, is it any wonder why (as Ofsted recognised in their latest research review) 'science teachers are more likely to leave their school and the profession compared with non-science teachers'.

Would you stay?