

Droylsden Academy is a good school

A MESSAGE FROM MR WILSON

We were delighted to hear the Prime Minister's announcement this week that schools will re-open to all students from Monday 8th March. The overwhelming evidence is that the risk to children and young people from coronavirus (COVID-19) is low, but the risks to children and young people of being out of school are high. These risks increase the longer restrictions on education are in force. Whilst education settings can be places where transmission occurs, there is no strong evidence of them driving largescale community transmission.

We are working hard on our plans to allow students to safely return to school. To give parents and carers as much notice as possible, I will be able to share details of the planned return to school with you next week. Please rest assured that at the forefront of our planning is the health, safety and welfare of our students and staff.

It goes without saying that staff are excited about seeing our students in the building again. We hope that you agree that our remote education and pastoral provision has been of a high standard. Whilst live lessons have allowed teachers to continue delivering our curriculum, face-to-face classroom-based teaching is still by far the most effective way for students to learn.

There will be some changes to the arrangements for COVID testing in schools. Before home testing is introduced, students will be supervised in school whilst swabbing to ensure they are doing it correctly. Thank you to the many parents who have already provided testing consent. This will ensure that we keep our building and community as safe as possible.

VERY IMPORTANT: If you have not already done so, please ensure that you complete the testing consent form at

<https://www.droylsdenacademy.com/testing-letter-and-consent-form-january-2021/599247.html>

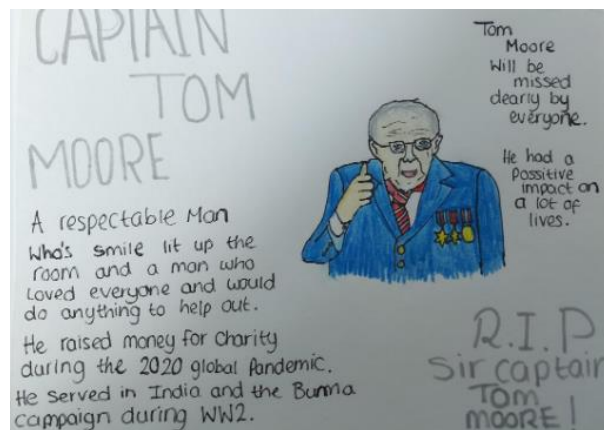
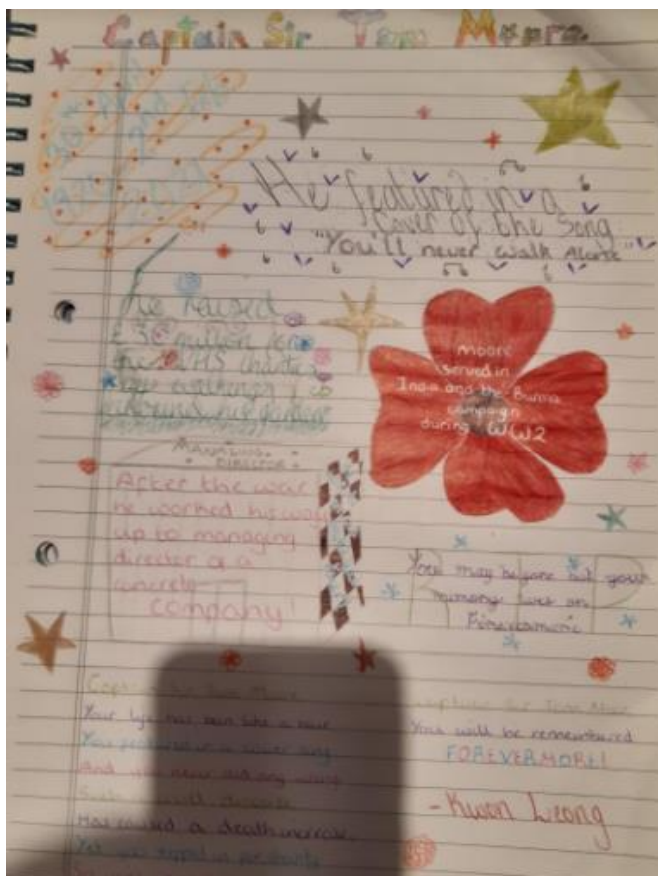
Please can I also take this opportunity to thank all parents and carers for your continued support. We know that many families have faced considerable challenges and our academy stands right by your side. Do not hesitate to get in touch if we can help.

Mr P. Wilson
Headteacher

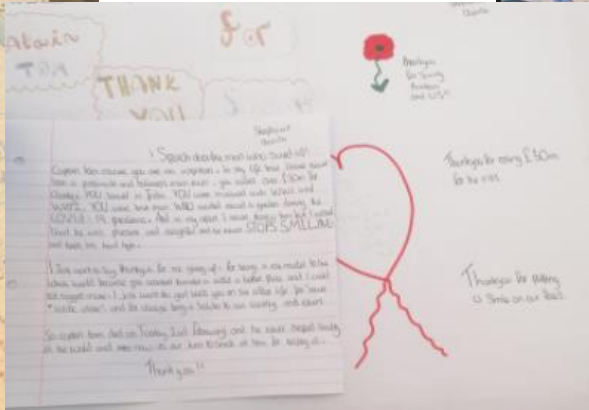
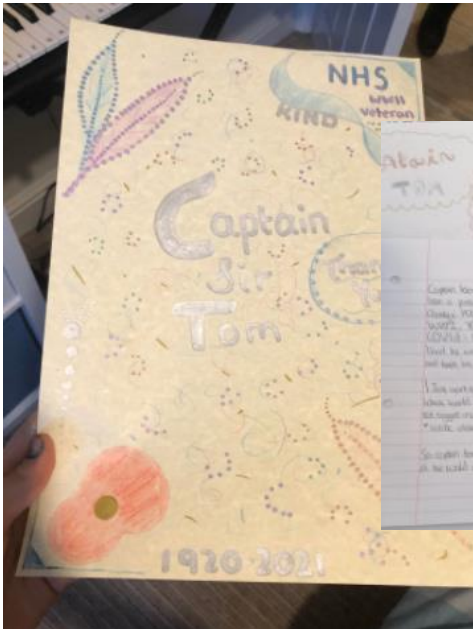
Great learning through politeness, honesty and hard work

Thank you Sir Tom...

With the sad passing of Captain Tom Moore earlier this month, the History Department asked our Year 9 historians to show their respect and appreciation for everything he had achieved throughout his remarkable life. The students were simply asked to go away and create a memorial piece for Captain Tom and here are some of the incredible submissions they received:



Great learning through politeness, honesty and hard work



Footie at break!

Some things don't change, even during lockdown! Thank you to Mrs Farkas for taking these photos whilst on break duty.



Callum Gilder shoots and scores! He turns to the crowd, arms aloft, to receive their adulation. That may just be the goal that clinches the Premier League Title for Form 7L!

Great learning through politeness, honesty and hard work

'Cook Along Live' with Mrs Arnold!

In her mission to turn all students taking GCSE Food and Nutrition into Domestic Gods and Goddesses, Year 10 happily agree to follow the lead from Year 9 and either cook for their family or help with the spring clean! Mrs Arnold, there are families all over Droylsden who are delighted that their child chose your course as an option subject!



Jamie Arora made 'Toad in the Hole' for his Dad whilst **Adeoye Akande** ensured that the family had a sparkling kitchen!



Albion Behrami and **Isaac Simpson** follow Adeoye's lead whilst **Callum Parker** made Chocolate Cake.

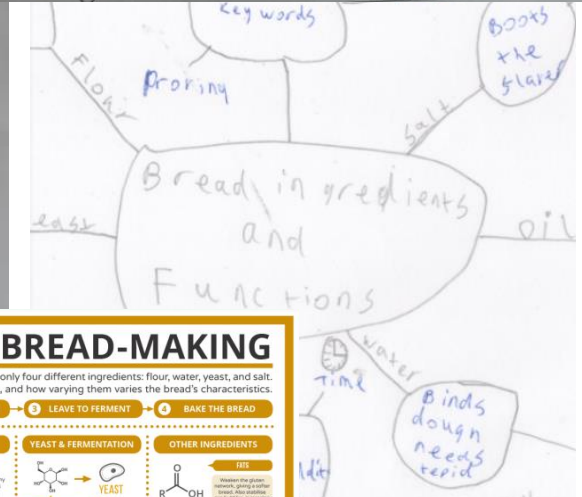
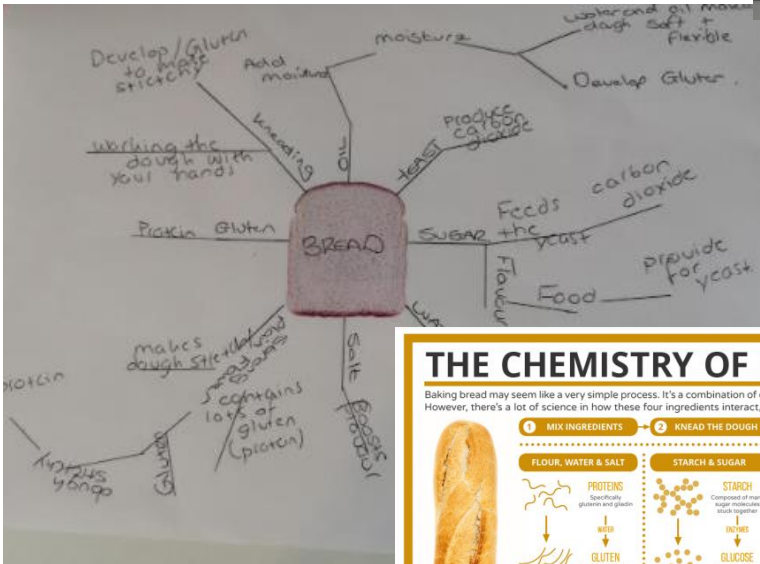


Ellis Gregory and **Jessica Fulton** make cookies for the family and **Toyosi Junaid** makes 'Churros' to share with her brother!

Great learning through politeness, honesty and hard work

Meanwhile, students in Year 9 have been investigating the science behind bread making. This week, students got to grips with the key words, the 4 stages of bread making and the production processes from field to plate. Thank you to **Alfie Heggarty, Kayden Keeley, Molly Nash and Libby Holland** for sharing their work with us.

There are two proteins in wheat flour called **glutenin** and **gliadin**. When wheat flour is mixed with water these proteins combine with water to make gluten. Gluten is what makes the dough stretchy and elastic. The stretchy gluten makes it possible to produce a product with a large volume and open texture. The stretchy, elastic property of gluten allows the bread dough to 'hold' or trap a lot of the **carbon dioxide** gas produced by the yeast to make bread. Yeast is a biological raising agent. It is a single celled living organism that requires certain conditions for **growing**. The yeast cells split by a process called **budding** in order to multiply. During this process, the yeast takes food from its surroundings (usually **sugar** in food products) and metabolizes producing carbon dioxide as a waste product. The gas produced is used to aerate or rise the dough.



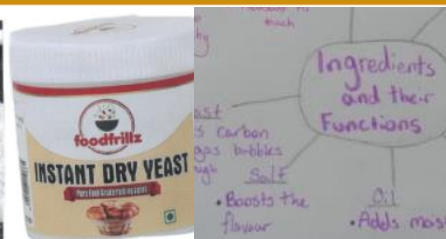
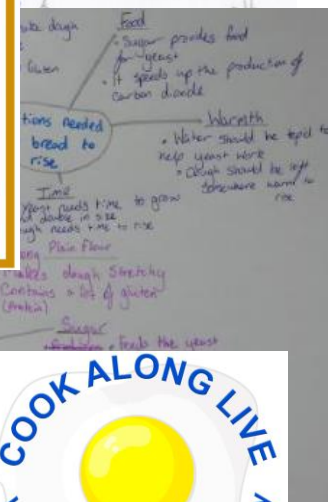
THE CHEMISTRY OF BREAD-MAKING

Baking bread may seem like a very simple process. It's a combination of only four different ingredients: flour, water, yeast, and salt. However, there's a lot of science in how these four ingredients interact, and how varying them varies the bread's characteristics.

- MIX INGREDIENTS
- KNEAD THE DOUGH
- LEAVE TO FERMENT
- BAKE THE BREAD

1. FLOUR, WATER & SALT	2. STARCH & SUGAR	3. YEAST & FERMENTATION	4. OTHER INGREDIENTS
<p>PROTEINS Specifically gliadin and glutenin</p> <p>GLUTEN Viscoelastic network that traps gas</p> <p>Flour contains high levels of gliadin and gluten proteins. These classes of proteins are collectively referred to as gluten. When water is added, these proteins form a network held together by hydrogen bonds & disulfide cross-links. Kneading uncovers gluten proteins, strengthening the network and the dough.</p>	<p>STARCH Composed of many sugar molecules stuck together</p> <p>ENZYMES AMYLASE Used by yeast for fermentation.</p> <p>Flour contains starch, long chains of connected sugar molecules. Amylase converts starch to maltose. Maltase in yeast converts this to glucose, along with other sugars, this can be used by the yeast for fermentation, and is also involved in the flavour-forming browning reactions that help to form the bread's crust.</p>	<p>YEAST Single-celled fungi that help convert sugar in the bread into carbon dioxide. The bubbles of carbon dioxide formed cause the bread to rise. Kneading makes their size more uniform. Some dough leavens contain both bacteria and wild yeasts. The lactic acid produced by bacteria can sometimes give a sour taste.</p> <p>SOUR DOUGH 100:1 BREAD YEAST Both have an impact on the bread's flavour and texture.</p>	<p>SALT Enhances the dough's gluten network.</p> <p>BLENDING Helps break the bonds of gluten.</p> <p>OTHER INGREDIENTS</p> <p>FEEL When the gluten network traps a certain amount of gas bubbles, increasing loaf volume.</p> <p>BAKING SODA <chem>NaHCO3</chem> Quick leavening. Combined with moisture and acidic products (carbon dioxide, which will be trapped in the loaf) creates bubbles.</p> <p>BAKING POWDER A mixture of sodium bicarbonate, an acid (often tartaric acid), and a buffer (often starch).</p> <p>DIETARY FIBRE Made commonly from an ester of D-glucose and a hydroxy fatty acid. It is a polysaccharide that is not digestible by humans.</p> <p>LEAVENING AGENT Used in the production of gluten-free bread.</p>

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The Great Race!

As you may be aware, students in our four Houses, Albion, Oakfield, Saxon and Victoria are working together, collectively, to see which House can cover the greatest distance, either walking or running towards a destination chosen by the PE Department. The first leg was from Droylsden to the Eiffel Tower in Paris, a distance of 659km, and then onto the Nou Camp Stadium, the home of F.C. Barcelona and from there, who knows? To take part, students must record any distance they cover on an app such as Strava, MapMyWalk, Fitbit, NikeRunClub or on an Apple Watch and register it with the P.E. Department on classroom code **2mu46lz**.

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After week two, the progress was as follows:

- Victoria 82km, travelling at snails pace, currently just outside Derby!
- Oakfield 255km, a real jump start after last week and now flying past Luton Airport!
- Albion 545km, an amazing effort this week, now in Rouvray-Catillon and just behind Saxon!
- Saxon 629km, another amazing week and only 30km from the Eiffel Tower!



Allez, allez, allez!



50	100	150	200	250	300	350	400	450	500	550	600	650	700
Kilometres covered													

And after week three...

- Victoria 173km, pottering down to Milton Keynes with the Eiffel Tower now just under 500km away!
- Oakfield 536km, you are on French soil and now just only 130km from the tower!
- Saxon 912km, you are in Central France, in the Brenne Natural Regional Park.
- Albion An amazing 1105km, just through Limoges with time to take a coffee break!



200	400	600	800	1000	1200	1400	1600
Kilometres covered							

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Amazing work in History!

Aastha Patadia (Year 9) produced a superb essay on the failure of the League of Nations. She explored a range of reasons for the failure and then looked at the counter argument and outlined some of the initial successes. Mrs Bugler commented that Aastha was a true Historian who had shown a fantastic knowledge of the subject and had produced an expertly written essay! Well done Aastha!



'Firstly, I agree with the statement because of the structure of the League. For example, the League had an Assembly (they met once a year and made the final decision), the Secretariat (they also made decisions), the Council of the League (major decisions were made here), the Permanent Court of Justice (15 judges who solved international disputes) and the International Labour Organisation. Three of these groups took decisions which were all important. This means that things would have become very confusing as the Council took major decisions but then they had to be assessed by the Assembly again and the same goes for the Secretariat. These three groups had to make decisions yet the Assembly always got the final call so there was no point having the Council or the Secretariat. Another example is that all decisions had to be made unanimously. This means that the process took a long time for all the decisions to be made and a lot of things could have happened during that time. This also slowed down the punishments which were supposed to be put in place for countries. Therefore, this demonstrates that the organisation was one of the biggest problems of the League.

Similarly, I agree with the statement because not all the countries were part of the League. For example, Russia was banned from being part of the League until much later on. This suggests that the League had some bias and even though they wanted World peace they didn't let countries join them meaning that those countries had a reason to go against the League. They suspected that Russia was going to suffer from communism so they banned it as it was their greatest fear. They banned Russia even though they were supposed to help countries improve their social environment. Another example is that all the countries which were defeated in the Great War weren't allowed to join. This meant that the countries who were on Austro-Hungary's side didn't have any support from the League. This could also encourage them to go against the aims of the League as they didn't have to follow their rules so starting a war or conflict between countries would affect them as they had no reason to listen to the League. Therefore, this demonstrates that the banning of countries was one of the biggest problems of the League.

Contrarily, the League was a success because of the goals it had. This is where the League had four main goals that all the countries wanted to achieve: preventing another war, encouraging disarmament, improving social conditions and keeping World peace. They succeed on a lot of issues. The league allowed countries to sort out their disputes verbally rather than starting wars, they were the reason why child labour was reformed and they also arrested slave traders and so improving social conditions. They provided sanctions for the countries which went against the League's rules. All these steps delayed World War 2 for many years and brought peace to the World for longer than expected. Therefore, the League was a success rather than a failure.

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In conclusion, I believe that the League was a failure because of the organisation. The structure was too confusing as multiple groups were doing similar jobs and the groups were not linked to each other in a good way. It seemed like the Permanent Court of Justice was just doing a job on its own. Also, all the decisions were made unanimously, meaning the process was slowed down drastically (it took a whole year for them to make a report against Japan). This is the reason why organisation was one of the biggest weaknesses the League had.'

Meanwhile, in Year 7, students are learning about William the Conqueror and how he gained control of England. Our young historians were asked to shut down their technology for a moment and use their creativity to draw or make a Medieval castle which could have been used by William back in the 11th Century. They could use any resources that they could get their hands on and here are some of the fantastic results below!



Lacey Mae Williams



Isla Earith



Olivia Tomlinson



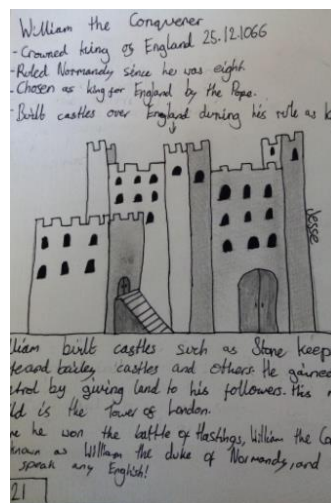
Poppy Walton



Sam Askew



Millie Haggerty



Jesse Eastham



Ben Robson

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In Year 8, students have been learning about slavery and were asked to create a diary entry exploring what 'The Capture' would have been like for an enslaved African. Miss Naylor has submitted this excellent piece of work by **Kiyan Mayo** in which he not only demonstrates an excellent understanding of the topic, but also an incredible amount of empathy for those involved.



'For the past two days I have been treated like an animal. Before this I had never seen a white person, I never knew what to expect. The first sight of them cleared the mystery of a white person. Vile, dangerous people who turned my own against me. My first interaction with them was running away and being chased. I made it out of the forest and into the savannah and saw my cousin with one of my closest friends. I ran to them in desperation and fear; little did I know. THE BETRAYAL. My cousin held my left arm and my friend, the right, waiting for the white man to brutally capture me. I was knocked out and the next thing I know is that my limbs are tied up by a rope and I am hanging on a hook in the wall. A mixture of black white people are watching me and three others who are being abused by these evil creatures. The white people enjoy it whereas my people just watch on with no emotion. The soldiers escort me to their ship. On the way I catch a glimpse of my tortured family, my wife, my two sons and my daughter, dead! Anger is useless, what is the point, I've been beaten in every sense of the word. They have won. I shall go wherever they take me and sit in silence. This will be my last Diary entry. Sincerely to whoever chooses to read this, goodbye forever.'

Kiyan Mayo

An act of courage and service



Well done and thank you to **William Hunter** (Year 9) who went to the help of an elderly lady who was being attacked by a dog in his neighbourhood. William was completing his online learning when he heard and saw the attack outside his house and immediately went out to help. William helped defend the lady and scare the dog off and, although she still needed to go to hospital in an Ambulance, she is now okay. We are pleased to report that William is okay too and even returned to his online learning after the incident.

Well done for your brave actions William and for demonstrating our values of service to others and the community. The Academy and your family are proud of you.

Student of the Week

Congratulations to **Amanda Selby** from Year 10 who has been nominated as Student of the Week. Amanda has been nominated by the Science Department as she has been working really hard during live lessons. She always shares her ideas and makes a positive contribution to and always gives everything a go even if she isn't sure. A big thank you from Miss Patel Amanda and keep up the good work!



Apologies to Kian, William and Amanda, all pictured above, for using photos taken a long time ago!

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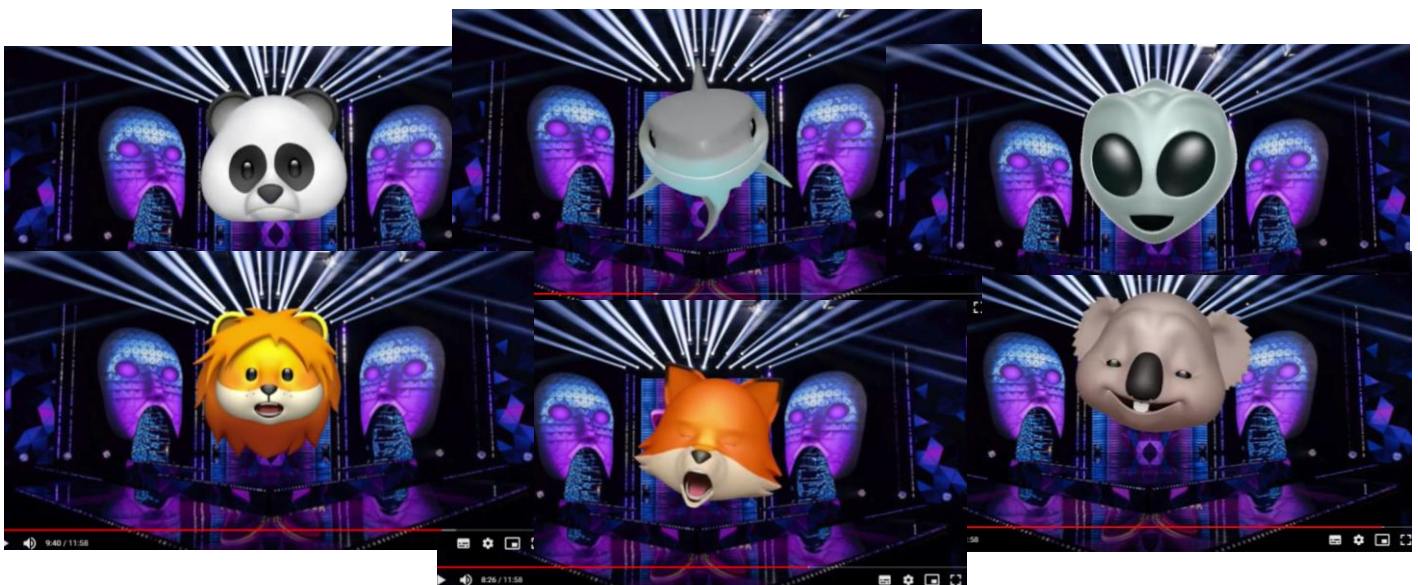
The Masked Singer!



Thank you to Mrs Burgess and Miss Fernandez for organising Droylsden Academy's very own edition of 'The Masked Singer' and, of course, a huge thank you to the six talented staff who have taken part in the first round!

Songs covered in Round 1 include 'Creep' by Radiohead, performed by Panda, 'Galway Girl' by Steve Earle, performed by Shark, 'Like it' by Cardi B, performed by Alien, 'Someone You Loved' by Lewis Capaldi, performed by Fox, 'Don't Stop Believing' by Journey, performed by Lion and 'Sweet Caroline' by Neil Diamond, performed by Koala and you can listen to them all on the link below! We are sure that once you have checked out the staff versions you will agree that they are much, much, much better than the originals!

<https://drive.google.com/file/d/1565H1iTHdDOQs9Q-aROsU9c7OOSL1w7H/view?ts=603418bc>



Students and staff have been voting all week and the winner will be revealed in next week's edition of Newsflash!

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Young Enterprise



Our company is in its initial stages, just beginning to take off, and we are looking for additional people to join our team!

This is an amazing opportunity to build skills and learn first hand how to participate in running a business, and it will build your experience, and will be an amazing thing to put on your CV. You will work side by side by others within the company, another excellent way to learn off others too.

We are looking for committed and hardworking people for this, as this is engaging work, that requires cooperating in a team alongside your peers.

Your application will be reviewed by an interview panel made up from current members of our student company.

----- Year 10 only -----

Please email

Miss Sheridan
(fsheridan@droylsdenacademy.com)

If you are interested

Deadline : March 5th

MATHS PUZZLE

In a new regular feature, the Maths Department will be setting puzzles each week to test your mathematical skills and problem solving ability!

This week.... Thirteen nations competed in a sports tournament. Unfortunately we have not got the final medals table available and would like you to work out the final positions of each country using the information below!

1. Turkey and Mexico both finish above Italy and New Zealand.
2. Portugal finish above Venezuela, Mexico, Spain and Romania.
3. Romania finish below Algeria, Greece, Spain and Serbia.
4. Serbia finish above Turkey and Portugal, both of whom finish below Algeria and Russia.
5. Russia finish above France and Algeria.
6. Algeria finish below France but above Serbia and Spain.
7. Italy finish below Greece and Venezuela, but above New Zealand.
8. Venezuela finish above New Zealand but below Greece.
9. Greece finish below Turkey, who came below France.

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10. Portugal finish below Greece and France.
11. France finish above Serbia who came above Mexico.
12. Venezuela finish below Mexico.
13. New Zealand finish above Spain.



So who finished where?

WELL DONE POSTCARDS FROM THE ACADEMY



Although staff are not able to physically send 'Well Done' postcards home through the post at the moment, a number of them have nominated students to receive virtual postcards via Newsflash as detailed below.

Student(s)	Subject and Teacher
Devon Taylor (Year 10)	Mrs Egan (Maths)
<i>You are working so hard in all your Maths lessons Devon, you are always ready to answer a question and you are also producing some high quality work. Your hard work will pay off, keep it up!</i>	

Student(s)	Subject and Teacher
Oskar Jezewski (Year 11)	Mrs Egan (Maths)
You are an excellent role model Oskar, you always work hard and you always get involved in the lesson. This week, you gave the best definition of a congruent shape I have ever heard, well done!	

Student(s)	Subject and Teacher
Chemen Omar, Lucy Carter-Harrison, Muhammad Khan and Samuel Owusu (Year 8)	Miss Worsley (Religious Studies)
<i>Thank you for your contributions in Religious Studies and Lifeskills lessons this week! Your verbal and written work has been fantastic and your hard work has been noticed. Thank you!</i>	

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Student(s)	Subject and Teacher
Bilal Sanni (Year 11)	Miss Hughes (Maths/English)
<i>You consistently complete work to the very best of your ability Bilal. Your written analysis this week has really improved. Keep up the hard work Bilal!</i>	

Student(s)	Subject and Teacher
Tyrese Robinson (Year 11)	Miss Hughes (Maths/English)
<i>You have shown real resilience this week Tyrese and you have produced some excellent written work as a result! Keep up the hard work!</i>	

Student(s)	Subject and Teacher
Codie-Leigh Turner (Year 11)	Miss Hughes (Maths/English)
<i>You consistently try your best in Maths/English Codie-Leigh and your effort has not gone unnoticed! Keep up the hard work, you are doing really well.</i>	

Student(s)	Subject and Teacher
Nafeesa Hussain (Year 11)	Mr Bushby (History)
<i>Well done Nafeesa, the effort you have put into your work over lockdown is really paying off. Your written work is brilliant and you should be very proud of yourself. Well done!</i>	

Student(s)	Subject and Teacher
Kady Greenwood (Year 11)	Mr Bushby (History)
<i>Kady, I can tell you have really put effort into your work over the last few weeks. Keep up the good work, it is really making a difference!</i>	

Student(s)	Subject and Teacher
Elissa Norris (Year 11)	Mr Bushby (History)
<i>Elissa, your work this week has been excellent and your written piece was really very good! Keep up the great work!</i>	

Student(s)	Subject and Teacher
Ben Quinn (Year 11)	Mr Bushby (History)
<i>Well done Ben, your work over lockdown has been absolutely brilliant. You should be incredibly proud of yourself. Keep it up!</i>	

Student(s)	Subject and Teacher
Joshua Quinn (Year 8)	Miss Hill (English)
<i>You have completed some amazing independent work in online lessons this week Josh, including creating an anecdote for a newspaper article! Well done!</i>	

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Student(s)	Subject and Teacher
Morgan Buckley (Year 8)	Miss Hill (English)
<i>Well done on an amazingly detailed piece of descriptive writing in English Morgan, keep it up!</i>	

CAREERS

National Careers Week from 1st to 6th March

National Careers Week

NCW

National Careers Week (NCW) is a celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance activity at an important stage in the academic calendar to help support young people. Students will be undertaking careers related work in their virtual assemblies and pastoral programme resources next week.

To help parents and carers support their children with making decisions in a time of uncertainty the organisers have produced a resource which can be found at the link below.

<https://nationalcareersweek.com/parentsguide/>

This will help you ensure that your children make the right choices to create successful futures after GCSE and Sixth Form. It includes the most up to date information on topics such as apprenticeships, universities and other career avenues and is designed to inform, involve and guide parental support. Please don't forget to encourage your child to use **Xello**. All Academy students should now be using this platform for planning and recording their career profile.

<https://login.xello.co.uk/>

Students should already know their login details.



The Greater Manchester Higher Team

The Greater Manchester Higher Team will be offering sessions during National Careers Week, from 1st to 5th March, where learners will have the opportunity to login to their 'Ask Us' platform and ask

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any questions they may have regarding higher education, the different options available to them and potential graduate careers.

What does this involve?

- The thirty minute sessions will run from 1st to 5th March.
- Slots will be available from 8.30am – 3.30pm each day (excluding 12.00pm to 1.00pm).
- Dedicated members of the GM Teams will provide information and advice.
- Students will be able to directly message GM staff through the Ask Us platform.

The sessions will cover course options, routes into higher education, career goals, student finance and student life.

The slots will be booked on a first come first serve basis, so don't miss out and contact your GM Higher Hub or Link Contact today with your preferred date and time.

<https://gmhigher.ac.uk/events/careersweek-ask-us/>



REMINDERS AND MESSAGES

A really important message from Network Rail

Due to the very high level of trespassing on the tracks by young people in Greater Manchester, Network Rail, in partnership with 'Learn Live', are working to help raise awareness of the terrible dangers of playing on or near the railway.

Please click on the link below to see a safety video which may just save a child's life.

<https://learnliveuk.com/network-rail-secondary-school-safety-talk/>

Thank you

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Junior Bake Off on Channel 4

Channel 4 are looking for young budding bakers between 9 -15 years old who would like to take part in Junior Bake Off. Filming will take place from July 2021, but applications close on Sunday 28th March 2021.

Interested bakers can apply online at

WWW.APPLYFORJUNIORBAKEOFF.CO.UK.



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