



TRINITY BIG READ

Engaging and enthusiastic students and teachers

During the week before the autumn half term break, all students and staff engaged in the "Trinity Big Read".

There were a variety of activities held which included Ghost Story reading at lunchtime for students led by

a range of teachers – such books as 'The Withered Arm' by Thomas Hardy and 'The Price' by Neil

Gaiman were read to students. Teachers encouraged wider reading around subjects to stretch and challenge our students. Classroom activities were particularly creative such as poetry about food in Home Economics and writing about the journey of a red blood cell around the

body in Science. Caught Reading posters were placed around the school which allowed students to discover what teachers like to read. Sixteen books to read before you are sixteen were publicised and

Some recommendations of books to read from our Year 11 students:

- Rebecca – Daphne du Maurier**
- Catcher in the Rye – J D Salinger**
- Cherub Series of books – Robert Muchamore**
- You Before Me – Jojo Moyes**
- The Miracle Life of Edgar Mint – Brady Udall**

these books were decided by our Year 11 students. In MFL, teachers read stories

in either French or Spanish and students had to work out what the story was. All in all, it was a really successful week with students getting involved in a range of activities and showing a real passion for reading.

PROGRESSING THROUGH 'ACCELERATED READER'



The Accelerated Reader (AR) is an online book monitoring program that enables the school to manage and monitor students' independent reading practice as well as providing an online tool that enables us to accurately assess the progress that each student is making with reading comprehension and vocabulary. This year all students in Year 7 at Trinity have been enrolled on the Accelerated Reader and the operation of this program is simple – the student picks a book at his/her own level, they read the book at his/her own pace and then, when finished, the student takes a short quiz on the computer. Passing the quiz is an indication that the student understood what was read. AR is an effective tool that gives children, parents and teachers feedback based on the quiz results which can be used to set reading goals and direct ongoing reading practice.

Parents can log in to Trinity's Accelerated Reader Page from home (click [here](#)) to see what their children are reading and how they are progressing. The username and password for accessing the AR website are the same as students' FirstClass login details.

Remember: "Do not read, as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live." (Gustave Flaubert)

UCAS University Search Fair Visit

On 30 September 2016, the Year Leaders of both Year 12 and 13 visited this event which was held at the Emirates Stadium. They both found the event very useful and will be recommending to future students that they go along to such gatherings. A great many universities were represented, some of the lesser-known universities were in attendance which helped widen the scope of possibilities for the students that were there. Both members of staff were particularly impressed with the seminars that took place on a rolling basis throughout the day. The seminars were on university life, personal statements and student finance. Students who attended also received a free attendee bag, a free academic calendar, an essential application guide book and other free student promotions and discounts. **There will be another university search fair taking place on 3 March 2017, again at the Emirates Stadium.** We will be encouraging our Year 12 students to attend so they can begin to think about possible university choices for the future. Parents and guardians are welcome and do not need to register to attend. Details for students to register and examine the event are in the link below.

<http://www.ukuniversitysearch.com/fair-signup>



YEAR 11 MOCK EXAMINATIONS

During November 2016, we conducted a full set of GCSE Mock Examinations for Y11 students under formal exam conditions. This was an important opportunity for students to gain experience of strict exam conditions and it was pleasing to see how seriously students at Trinity are taking preparations for their external examinations in May 2017. All exam papers were exam board approved and departments complied with strict mark schemes to ensure that students are provided a fair and true estimate of their current readiness for the GCSE Exams in May 2017. It is stressed that the Y11 mock exam results provide students and parents with an accurate and informed profile of each students' estimated GCSE grades.

Estimated Grades will have been issued to all students before the end of the autumn term and a full report will have been sent to parents via Parentmail. **The Y11 Parents Evening will be conducted on Tuesday 17 January 2017 during which parents will have opportunity to meet with individual class teachers to discuss their child's progress during Y11.**

Over the festive period we would of course like to wish students and their parents / carers a very happy and relaxing Christmas and while we advise that students will have a rest over the holiday we also strongly advise that Y11 students will make effective use of the opportunity they have to engage in regular independent revision and continuous study. **The GCSE Exams begin with RE on 15 May 2017 and every minute of study is valuable preparation time.**

Russell Group, a cohort of our Year 11 students attended a conference entitled, 'Getting into the Top Universities' at Central Hall, Westminster. The conference featured guest speakers from leading universities and gave students information and tips on the application process and more. This was a chance for our students to ask questions, improve self-confidence and motivation, be provided with further guidance and link current learning to the real world and the tertiary education sector. As GCSE content becomes more challenging with fewer grade 9s being awarded than A*s, we continue to look for new opportunities that will provide a spring board for our students to become increasingly independent; better researchers; improve their ability to write a clear and coherent essay; and to think critically and solve problems.



Darius now and in the future

PiXL
partners in excellence

In 2016-2017 we started the academic year with our Darius programme and this continues formally in January 2017 until the first public examination in May 2017. As you know at Trinity, we offer an additional timetable of after school revision sessions aimed at raising standards and this is called the Darius programme. Darius provides support and encourages students academically, while providing additional stimulating teaching. It is a well-established intervention programme that is implemented to raise achievement for those students who require extra support in the lead up to the examinations.

Revision must be one of the most individualised processes within academic life and students know their own personal strengths and weaknesses are once again monitored within these sessions. **Departments provide a huge wealth of materials for students during these lessons including those from an organisation called PiXL, which is a collaboration of thousands of schools (ourselves included) across the UK and abroad, who share a common goal to raise standards and inspire students.** Materials in Darius sessions include supplementary exam questions, revisiting key topics and personalised learning checklists, walking talking mocks and marks, scaffolding, modelling and testing.

In Darius sessions teachers plan the programme to ensure that students get the most from the extra time, meeting students' needs and building on their capabilities. Darius programmes across all departments have a clear structure and a strong link to the curriculum, providing an opportunity to carry out more focused teaching outside of the regular classroom in those final weeks. **We do hope that any student who is invited to Darius sessions attends and makes full use of this additional opportunity.**

AD ASTRA

Enrichment opportunities

At Trinity we augment support for our most able students through the Ad Astra programme. Ad Astra is a provision for the highly able in Year 10 and 11 which is integral to our school gifted and talented strategy and not simply a bolt-on programme. This autumn term we have acknowledged and celebrated the achievement of students through enrichment opportunities such as Thinking Skill Assessment workshops to improve flexibility of thought and responsiveness. We have developed the role of extra academic reading in enhancing subject and extra-curricular knowledge and enrolled Ad Astra students into the IGGY programme, a global educational social network designed to help gifted and talented students realise their full potential.

In November, to further improve insight into the process of applying for Oxbridge and the



Spanish Gifted and Talented lunchtime sessions with the Language Assistant

Fifteen Year 9 Spanish students have been regularly attending a lunchtime Gifted and Talented session run by our Foreign Language Assistant. During these sessions students have been developing their listening and speaking skills through playing games and watching video clips. As our Foreign Language Assistant is from Chile, the students have also had the opportunity to learn about life, customs and celebrations in Chile.

EPQ IS COMING SOON

Trinity's first cohort of EPQ students say...

Trinity's first cohort of EPQ students got truly underway with their research projects this term. They have been busy preparing their project proposals, meeting with their supervisors to plan their projects, carrying out their own research, analysing their data

and attending their weekly taught skills sessions. As you may know, Trinity is offering EPQ from September 2017. However, a small group of Year 13 students were so keen to complete an EPQ this year that they took the initiative and spoke to Miss Keegan and some of their teachers to act as their EPQ project supervisors. As a result, we

have also been working hard to make it possible for them to submit their projects this year. We affectionately call them our "guinea pigs".

Holly says: "My EPQ project is based around the quality of aviation used during World War 2. I chose this topic because I want to study engineering at university and I thought it would be interesting to link this with history. I have benefited from the independence that you gain: creating your own deadlines and allowing your research to take you somewhere that you are most interested in. As well as this, the project has equipped me with skills such as critical thinking, problem solving and decision making which I will be able to apply to support my aspirations for higher education and employment."

Why were these students so keen to complete an EPQ? Let's hear from some of them.

Grace says: "My EPQ is about investigating how the EU Referendum Brexit result has affected the sense of place felt by residents of London vs Cornwall. I am looking to study Geography at university. As the EPQ is an independent research project, you can develop the higher level skills that are essential for university study. Doing an EPQ really demonstrates to universities that you're enthusiastic about the subject you're applying to study."

The EPQ allows you to follow your passion, develop an area of your interest and extend your abilities beyond the A-level syllabus. In addition, the EPQ offers an excellent preparation for university and improves your UCAS application.



Maths Challenge

Riku and Max Campman - the twins have both been very successful participants of the UKMT Challenge from junior right through to the senior level. They have both gained gold certificates at every level (Junior, Year 7/8; Intermediate, Year 9/10; Senior, Year 11/13) with Max just pipping his brother to the best in the year and school. After every level they have graduated through to the next round known as the Kangaroo where Max gained a merit in both the junior and intermediate and was the first Year 11 we ever entered into the Senior Challenge. Max excelled, gaining best in school ahead of Year 12 and Year 13 students, and he subsequently gained a merit in the Senior Kangaroo. As a result of this, he was invited to a mathematical retreat run by some of the top mathematicians in the country at the University of Oxford in the summer of 2015. He found it all 'very interesting but some of the maths really difficult'. **In the most recent Senior Challenge, Max and Riku both exceeded all expectations and became the first students in the nineteen years that Maths Challenges have taken place at Trinity to progress through to the British Mathematical Olympiad. This puts them into the top 1% of Sixth-Form students in the country.**

RUN, RUN, RUN - TEAM DISTRICT CHAMPIONS

We continue to have a drive on aerobic fitness in core PE lessons for key stage 3 and 4 and as a result **we sent the biggest cross country team to the District Championships in October whereby we were team District Champions for five out of the six Redbridge Cross Country races.** We also won 3 out of 4 of the Woodford Green and Essex Ladies Cross Country Leagues. This best practice to improve fitness and develop self-confidence across key stage 3 & 4 has led to students engaging more widely in healthy, active and balanced lifestyles. Other schools in the Borough have adopted our model in their core PE programme. The model is based on not how far students can run as this would highlight students who are not as fit. Instead the model is created on how many minutes you can run for without stopping and enables all students to be able to pace themselves for longer runs. The school has developed a reward system in which students can choose to run for 10, 20 or 30 minutes to achieve a Bronze, Silver or Gold Award certificate. For the Talented students their target is to complete a 5km run using digital technology on their phones to record their distance and times.

What used to be called inter-form cross country has now been rebranded as a fun run and all students in key stage 3 are able to complete a course of over 1 mile.



Year 7 Girls FABT Fun Run

Sociology at Trinity

The introduction of Sociology has been a huge success. Students find the subject engaging and have stated that Sociology gives them a better understanding of human behaviour and society. The knowledge gained during Sociology lessons is applicable to the students' other A-level subjects, such as English, History, Philosophy and Psychology. Sociology is continuously helping students to develop critical skills that are essential for university life.

The lessons this term have focused on the real-world application of Sociological theories. Students have been encouraged to engage with the news and keep up to date with current political, global, social and economic factors affecting today's world, as well as a multi-culturalist society. This insight forces students to become citizens of tomorrow's world, allowing them to make rational and measured decisions in the interest of fairness.

Teaching strategies in Sociology include group debates, independent work and exam preparation. Both of these interactive and academic tasks help students to develop life-long skills such as team work, independence and autonomy.

BASE COMPETITION

One of the top four

On 17 November 2016 six of our business/economics students from Year 12 and Year 13 attended the BASE competition at the Chartered Accountants' Hall in Moorgate, London. BASE is ICAEW's National Business and Accounting competition for students aged 16-19. This was a unique and exciting experience for our students who were able to engage in a business challenge under pressure and present a case to a board of directors. Our students were able to take on the role of ICAEW Chartered Accountants and were presented with an information

pack outlining a business scenario and a set of challenges. The team was expected to analyse the unseen information and develop innovative recommendations to the business and a panel of directors. The team were supported by a Chartered Accountant mentor, who commended the students on their approach and efforts.

Throughout the day the students were observed on how well they worked as a team, how effectively they communicated and how they managed their time. **Trinity was selected, out of a large number of**



schools, as one of the top four presentations. This was a perfect opportunity for our six students to learn more about careers in accountancy while competing for prestigious prizes against teams from across the UK.

UCL SCIENCE LECTURES

The UCL lectures for sixth formers and teachers are proving to be very popular this year with standing room only at the last two. Mr. Lusby and Dr Collins met about 20 of their Year 12 and 13 Physics students outside the Chemistry Auditorium and despite having to stand at the back of the packed auditorium on both occasions we were treated to fascinating lectures. The lecture on 2 December by Professor Jon Butterworth (who helped discover the Higgs Boson) was amazing and his graph proving the existence of the particle even got a round of applause! He explained in detail his work at CERN and what the discovery means. The question and answer session at the end of the lecture included an excellent explanation of how and why a single theory linking General Relativity and the Standard Model is still a long way off. The second lecture on Antimatter in the Laboratory and the Universe by Dr David Cassidy gave a great insight into the research work that actually takes place in a University Physics department. It was clearly linked to the A level Physics syllabus but went much further. None of us had heard of Positronium (an electron orbiting a positron) before this lecture and the medical and industrial uses of antimatter showed that even this part of physics has real life applications. We look forward to attending many more of these lectures in the future and it is exciting to take Physics beyond the classroom!



BUILDING SKILLS FOR LIFE

Moving from Year 12 to Year 13 in A Level Philosophy & Ethics marks not only a transition across a year but the movement from spectator to player on the pitch. To help students fully engage with the diverse material, thought and thinkers students in Year 13 engage in peer education. Essentially we seek to empower the students to work with each other and draw on the positive strength of the peer group. Through training and facilitation of presentation and thinking skills, as well as writing persuasive arguments, this term saw Year 13 become active players in their educational process rather than passive recipients of a set message. Our approach has been based on the reality that many people make changes not only based on what they know, but on the opinions and actions of their close, trusted peers. We have found that in this way students can communicate and understand in a way that the best intentioned staff cannot. Year 13 students have each taken a lead in organising and implementing class activities surrounding the Philosophy and Ethics specification. They have done this sometimes by drawing on the skills developed in their other subjects. Confidence in presentation has led to confidence in their views supported by learned opinion. Ultimately we see this as a passage towards further education. **Students who have returned after their degrees have commented how similar university life is to their Philosophy & Ethics classes - building skills for life and participants in life.**

Some brief descriptions included "Robin on postbox with snow", "A tree with lights on and presents underneath", "Twinkly and colourful", "A teddy bear wears a red hat with white fur". Students then explained 'What is Christmas according to this card?'. Answers included "A cold snowy time when Robins sit on postboxes", "A time to bring nature and trees inside to give more light", "A time to put hats on teddy bears".

A variety of *Christian* based Christmas cards were then shared. Students evaluated by way of discussion the importance of keeping Christ in Christmas. Looking at these cards brought about a difference response to the question 'What is Christmas?'. Finally students wrote a short, persuasive letter to their parents asking them to buy *Christian* Christmas cards this year.

STIXX EVENT

This STEM (Science Technology Engineering and Mathematics) workshop took place throughout November 2016 and required teams of Year 7 students to build a life-sized shelter from rolled newspaper. Every single Year 7 student took part in this activity during their science lessons and the organiser, science teacher Mr. Shujaat, praised the students for their excellent designs and wonderful teamwork. The frames for the structures are built from newspaper rods which are joined together with wire ties. These rods are made by first, loosely rolling newspaper into long tubes and coating the seams with dilute wall paper paste. Each tube is then placed in a



"STIXX mangle". The students turn the mangle handle which tightens the tube producing a rigid rod. Typically the Year 7 classes of 30 students are divided in three teams, each with their own STIXX mangle. Some students operated the mangle, whilst others were planners and builders of the structure. Some teams tried to make ridge tents, some tried to make wigwams and others tried out their own designs. The students were given a budget and then competed to have the tallest and most innovative shelter.

The climax of each session was the photograph of ALL the students in their shelter. This engaging practical workshop extends team work, engineering and mathematical skills. Industry

professionals judged and gave feedback on the ideas used in real life structure such as the Millennium Bridge and gherkin.

All the students thoroughly enjoyed this practical activity and gained many skills in the process!

KEEP CHRIST IN CHRISTMAS

Year 7 students find out why...

"Jesus is the reason for the season" was the message in a Year 7 Religious Education class at the start of Advent. Students were given a variety of Christmas cards and asked to describe them.



**Royal
Geographical
Society**
with IBG
Schools

The Young Geographer of the Year

For the second year running KS3 pupils in the Geography department entered an annual national competition, 'The Young Geographer of the Year' run by the Royal Geographical Society. The theme this year was 'How Britain has changed' and pupils could choose to look at any aspect of change. Pupils across KS3 submitted some excellent A3 posters including change of their local area, fashion, sport, post-Brexit and historical change. The best ten were judged and collated by all staff in the Geography department to be sent off to the Royal Geographical Society in London.

IN THE MUSIC CLASSROOM...

The start of secondary school for Year 7 pupils provides an opportunity to study music as a subject using pitched instruments and learning about theory and notation, which for many is seen as a new language. These skills open up a whole new world of art and culture that has become accessible for all students, enabling the development of instrumental skills and all the benefits associated with this. Year 7 have been looking at instrumental families from the orchestra; listening to and in some cases experimenting on the instruments themselves. Two Year 7 classes have had the privilege to watch a performance from the Redbridge Music Service Brass Quartet, demonstrating the instruments through performance and talks. We always encourage students to supplement their education by taking up instrumental lessons, as these skills are a benefit past our educational years.



During the autumn term Year 8 have been studying traditional music from Africa. Students have enjoyed participating in singing customary songs in new languages whilst studying the most common African drum now found in the western world; the Djembe. As part of our practical lessons students used African drums, handheld percussion and their voices to replicate their own interpretation of tribal dance music. To enhance students' appreciation further a long term home study project was set with a range of tasks from researching, listening, creating and presenting information about music from this vibrant continent. Several authentic looking African instruments were produced.



History revamped

In the last two years our GCSE and A level syllabuses have been overhauled by the department for education to reflect better the government's concern for more challenging history to be taught in school. In a comprehensive school we have to take care to match these aspirations with the abilities of our students but with over a hundred students taking the new 9 to 1 graded syllabus in Year 10 we think we are off to a good start.

The first change at GCSE is that we have to now teach medieval or early modern history. Gone are the days of history departments focusing largely on Hitler and modern history. We have chosen to teach Elizabeth I and her struggles with mighty Spain. This powerful woman should be a role model to our girls! In addition we have to enter very specifically into the world of historical enquiry skills since these used to be pushed into the late and unlamented controlled assessments. Now they permeate all our students' exam papers.

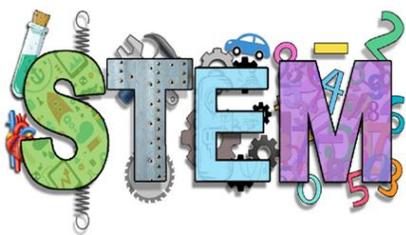
At A level these skills of source evaluation and historical interpretation are taken to a more challenging level, in particular with the revamped coursework requirement. No longer can students write an essay with some skills of evaluation attached. Now evaluation and interpretation is the bulk of the essay with content becoming the supporting feature. This has taken student and teacher alike some time to get to grips with but we are on our way now and hope for some good work outcomes in spring and summer.

STEM STICKER COMPETITION



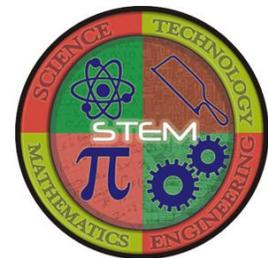
Science, technology, engineering and mathematics (STEM) is an acronym that refers to the school subjects of science, technology, engineering and mathematics.

The STEM logo competition is run every year and is open to all Year 7 students. Its aim is to generate and raise awareness of this important cross-curricular initiative.



A short design brief is sent out with the key design criteria - designs must be bold, eye catching and most importantly include an aspect of each of the 4 subjects.

The winning designer receives various prizes and the design is then digitally reproduced by the Design Technology Department and turned into a poster and sticker.



Email Exchange Programme with school in Uruguay

Nineteen Year 10 Spanish students are participating in an email exchange programme with the Liceo Jubilar Juan Pablo II School in Montevideo, Uruguay. Each student was allocated two students from the school in Uruguay. Our students have been communicating via email in Spanish and the students from Uruguay have been responding in English. As well as developing language skills, this is also an excellent opportunity to enhance our students' cultural understanding of life in a Latin-American country.

"I have recently taken part in the Uruguay email exchange. I find it very interesting talking to someone who lives in a different place and learning new things about their country. It is a great opportunity to practise Spanish with someone who lives in a Spanish speaking country. Also it is helping the other person to improve their English." Bridget Baker, 10B

KS5 Film Studies

One of the new initiatives the media department is currently working on in Year 12 and 13 Film Studies is a series of instructional videos. The aim of these videos is to provide guidance on how students can improve their technical video production skills. The nature of the subject lends itself very well to the video format as there is much which can be visually shown rather than verbally explained. The format of the videos is still in development but it will include a short narrative sketch at the start which focuses on one specific discipline in video production e.g. sound design, cinematography, visual effects, editing etc. The rest of the video will then feature an explanation as to how this sketch was created using a combination of behind the scenes footage and a presenter talking to the camera. These videos are not focused on any specific specification or exam board so can be used for different Year groups and will also be posted on the new department website as a resource which can be utilised by other centres.

TEXTILES CHRISTMAS CLUB

In the lead up to Christmas, Home Economics has been running a Textiles club for Year 7 students. The purpose of the club is to allow students the opportunity to develop their practical skills within a smaller group and become more confident and independent at sewing.



Students have been making decorative Christmas stockings which allow them to experiment with different textiles skills. Students were required to design their own Christmas stockings using a variety of techniques and were encouraged to be creative and try new skills such as hand embroidery and sewing on buttons. They then used their skills of pinning, tacking and machine stitching to sew the stocking together.

The students who were involved this year have really enjoyed the experience and are really looking forward to joining future classes in Home Economics.



ENRICHING ENGLISH

Every year the English Department ensures that students' experience in English extends beyond the classroom and this academic term the provision of rich extra-curricular experiences outside school is very successful. At A Level, English Literature students attended two full Lecture Days in Central London. Along with enhancing their ability to construct informed arguments, students were inspired even further by lively and informative professors. **The Year 11 theatre trips started this term with over a hundred students attending The Playhouse Theatre in London to enjoy a performance of Stephen Daldry's Olivier Award-winning, An Inspector Calls.**

According to Enya Hughes of Year 11 "It was a truly enthralling performance. Not once was my attention averted from the stage. I thought that the play was remarkable because each of the characters brought their own individual presence to the stage, such as Goole's strong stage presence, dominating the entire family and forcing each of them to descend onto the stage, instead of staying above everyone else inside their house, in a false sense of moral superiority. Overall it was visually exciting with a tense atmosphere. I would strongly recommend it to anyone, especially if they are studying it at GCSE."



Year 8 Trinity Buzzers at Bancroft's

At KS3, Year 8 students had the opportunity to visit the Dickens' Museum to enrich their understanding of the social context and personal background of Dickens' Christmas novella. Finally, four Year 8 students formed the 'Trinity Buzzers' to represent the school at the Bancroft's Spelling Bee where they beat the hosts coming second overall!

OUTSIDE THE MUSIC CLASSROOM...

The Music Department runs a very active extra-curricular programme made up of 10 ensembles from vocal groups to orchestras. They will be performing Christmas themed works at the school Christmas Carol

Concert as well as taking their skills outside to the community with music students from Sixth Form performing around the wards at Whipps Cross Hospital.



BEBRAS NATIONAL LOGICAL PUZZLE COMPETITION

In November, all Year 10 GCSE Computer Science students took part in the senior section of the Bebras national logic puzzle competition, trying to solve eighteen logic puzzles in 40 minutes.

Below is an example of (one of the easier) puzzles from the competition. Can you solve it?

In the game of Pirate Hunters players take turns moving a Pirate or a Policeman.

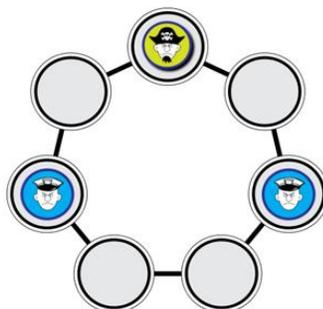
When it is the police's turn, the player moves a policeman over to a neighbouring circle.

The pirate is faster than a policeman, and skips a circle on his turn, moving two circles.

A policeman cannot move to a circle that is occupied -- either by his colleague policeman, or the pirate.

The game ends when the pirate is forced to move to a circle occupied by one of the policemen.

The policeman goes first.



Question: If the pirate plays the best way possible and makes no mistakes, how many moves will it take the police to capture him?

The Economist

Once again, we are offering students the opportunity to benefit from reading The Economist to broaden their knowledge, literacy and develop their critical thinking. Students are able to purchase The Economist at an exclusive rate of £25.00 - this is less than 65p per copy. The subscription fee is for 39 issues which will be delivered each week during term time.

As part of the subscription, every student has unlimited access to Economist.com and The Economist apps where they will find every article online plus blogs and debates. With a searchable archive of over 100,000 articles, it is a great resource to support their learning. In previous years we have found that Business and Economics students have benefited a great deal from using this particular journal. Student's wider knowledge of business developments and issues within the global economy is greatly increased by regular reading of The Economist.