

NEWSLETTER – 27TH JANUARY

MESSAGE FROM MR JON COOPER, SENIOR DEPUTY HEAD

"Wait, Sir, where's my grade?" (unnamed Year 9 History student).

"You tell me how you have done after you've responded to my comments" (Teacher – me).

I find this question really disheartening as a teacher. Rightly or wrongly, it makes me feel that all the student is interested in is the rubber stamp that their work was good (or not so good!), rather than seeing the opportunity to learn more and nurture their own curiosity and desire to progress.



The power of feedback and reflecting on our own understanding has long been recognised as one of the most powerful tools to move forward. This is true of society, institutions, ourselves, and of course our learning. Over the last week (or possibly next week, depending on the year group) our students have had some time in tutor time to consider how they receive feedback from their teachers and more importantly what they do with it.

In these discussions there were certainly some students who had the realisation that questions asked of them in class, or comments of encouragement were forms of feedback. Similarly, the student who in one class I visited had the lightbulb moment why their Classics teacher makes them do DIRT exercises after each unit of work.

There were also some students who openly admitted that when they get their work back, they simply look at the grade. However, what I hope some of these discussions have done is help our students to consider what they can do with the feedback they are offered.

Needless to say, central to a student's education is the continued feedback they receive from their teachers. This can come in the form of verbal feedback; it may be through the questions being asked and targeted in lessons. It might be written comments on work submitted, or questions to stretch their thinking beyond the original task set. In short, what we asked our students in these recent discussions about feedback, is whether they valued the time to act on this, or whether they simply "looked for the grade". There was a mixed response but pleasingly lots of students made clear that they see the benefit in the process of reflection and the time used to reassess their ideas or consider the process/skills that have been used.

One class that I visited during the discussions was having an interesting conversation about how teachers are doing the same as their coach at football. The point that the student was explaining to the class was in essence that when they are learning sports or a musical instrument, they need to keep practising. The step-by-step pieces of feedback that are given are practised (often failed at) and practised again. There are times when it all just clicks and it is then the coach/teacher puts the next more difficult skill in front of them and the process starts again. By the next season or concert, their

confidence, performance, and enjoyment have all notably improved. (The student may have used slightly different phrases to me but I think I have given a fairly robust summary of their point and it works perfectly for what I hope our students are recognising in their lessons and homework).

Feedback is a positive process and individual in nature. We aim to teach students to focus on that. The students who value the process of reflecting and applying the feedback (both positive and constructive) will be those students who see their own individual progress develop. It's not about being perfect or reaching a certain grade, it is about individuals realising their potential. We all have different targets and ideas to explore. That, unnamed Year 9 History student, is why there is no grade.

UNIFORM

We would like to remind parents of our uniform expectations at school, particularly the cold weather leading to some misinterpretation:

- Every student should have a blazer and this should be worn. The school jumper is an option should students wish.
- Those students wearing shirts should be wearing their tie. These can now be purchased from the uniform shop alongside other uniform. Students wearing the blouse are not expected to wear the tie but have their house badges for their blazers which should be on.
- Hoodies, school branded or otherwise, are only part of the uniform on the days that students have sport and are in their PE kit. Students wearing hoodies at other times will be asked to remove them and collect them at the end of the day. If a student is cold, they should wear the school jumper in addition to their blazer, and under layers. A coat for when they are outside is recommended.
- Any student wearing a non-school uniform item is likely to be asked to remove it and collect it at the end of the day.



KS3 SNOW POEMS COMPETITION

Well done to all of the entrants for the snow poem competition. The winner was Isobel in year 7 for her poem 'Snow'. Alice (year 9) came second and Jasmine (year 7) came third.

Snow by Isobel Bickley

Snow, snow with its enchanting glow
Lures people towards it, where they go,
Despite the frosty winds that blow
That tempting feeling of powdery snow.

The satisfaction of building a snowman,
Feels any human's heart with pride.
And though the snow is cold and glacial
They push all those feelings aside.

It's the amazing details on the snowflake,
It's the icings on the top of trees
So, when we grieve upon troubles,
It puts our minds at ease.

But when the weather begins to get warmer
And the snow begins to defrost,
The snow is still in our memories
So, nothing is ever lost.



MATHS CORNER

Solution to last week's problem

After the first spill, $\frac{1}{3}$ of the water remains. After the second spill, $\frac{3}{5} \times \frac{1}{3}$ of the water remains, hence $\frac{1}{5}$ of the pail has water left in it.
So the solution is D.

This week's problem

The primorial of a number is the product of all the prime numbers less than or equal to that number. For example the primorial of 6 is $2 \times 3 \times 5 = 30$.

How many different whole numbers have a primorial of 210?

A 1 B 2 C 3 D 4 E 5

MATHS WORD OF THE WEEK

Isosceles is a triangle with two sides of equal length.



CAREERS FAIR

We are organising a careers fair for our students on THURSDAY 20th APRIL 2pm-4pm, held at Mount House. The participating companies all have a stall and an opportunity to talk to students as they walk around the fair. Our parent body has a huge range of careers from a range of professions and we are asking anyone who may be able to help come and represent their career area to sign up here.

We will be in touch for everyone who is able to help with further details.

Any questions please email Maria Christou on christoum@mounthouse.org.uk

If you are able to help please complete the very brief form in this link. Thank you for your support.
<https://forms.office.com/e/nAACKTKEfg>



PE

This week students have continued to take part in trampolining and gymnastics during their PE lessons. This continues to be a great opportunity for students to develop technical and discipline skills within the sport.

The cold weather and frozen ground mean that games afternoon was adapted for students in years 9 & 10. Students had the opportunity to take part in one of the following activities: trampolining, table tennis or a wellbeing walk.

Students in years 7 & 8 took part in their chosen activities – Mr Mather and Mrs Hillcoat-Hyde had great fun with the boys' and girls' football groups, Miss Buckland and her trampolinists made sound progress in preparation for their upcoming competition and new skills were developed in golf, hockey and netball/basketball.

Students in Years 11 and Sixth Form took part in trampolining, table tennis, cross-country, football and netball.

Athletes of the Week:

Year 7: Siana Chowdhary

Year 8: Manni Ochiabuto

Year 9: Anne Banda

Year 10: Lance Dudding

Year 11: Jimisola Bailey

Sixth Form: Rosa Scott Tatam

Upcoming fixtures:

Monday 30th January U15 Football – Please note this match has been cancelled – we will try to arrange for another date.

01.02.2023 ISA U13 Boys Hockey Tournament

02.02.2023 Barnet Schools Trampolining Competition Years 7 – 11

Baking Club

This week students baked muffins and carrot cake cupcakes. Students rose to the challenge in terms of timings and managed to bake their cakes and prepare their toppings.

Next week we will be making butterfly cupcakes.



Ingredients:

110g butter, softened

110g caster sugar

2 eggs

1 tsp vanilla extract [this will be provided]

110g self-raising flour

½ tsp baking powder [this will be provided]

1 tbsp milk, plus 2 tbsp if needed, to loosen the buttercream [this will be provided]

strawberry jam (optional)

sprinkles (optional)

cupcake cases

For the buttercream

300g icing sugar



FRIENDS OF MOUNT HOUSE – NEWS AND EVENTS



COME AND JOIN US FOR OUR FIRST SOCIAL OF 2023!

MH parents, teachers and friends are all welcome

Teams of 6-8 people ideal (or join a team on the night)

Prize for the most original team name.

Complimentary sandwiches, nibbles and soft drinks

Bottles of wine and beer will be available to purchase.

Friday 3rd February from 7pm (doors open at 6.45)

Ticket price: £10 per person

QR code for payment



(or send payment in an envelope to Reception labelled Quiz Night and your name to reserve your place).



All proceeds will go to the Friends of Mount House to fund future student activities and fun stuff

SECOND HAND/ NEARLY NEW UNIFORMS

For information please email Julie on Mounthousepta@mounthouse.org.uk

SAVE THE DATE

Friends of Mount House and the 6th form are holding an Auction of Promises on the evening of Friday March 24th 2023. Please note the date in your diaries, details to follow very soon.



UPCOMING EVENTS

Wednesday 1st February	Years 9 to 12 trip to Bletchley Park
Thursday 2nd February	Years 9 to 12 drama students theatre trip to Witness for the Prosecution
Friday 3rd February	Year 7 parents' coffee morning
Friday 3rd February	Friends of Mount House quiz night
Monday 6th February	Portugal tour parent information evening
Tuesday 7th February	HPV for years 8 and 9
Friday 10th February	Year 10 parents' coffee morning
Friday 10th February	Digital Roadshow for all year groups