

The Consortium Academy Trust

News@TCAT

March 2021

 @ConsortiumTrust



THE CONSORTIUM
ACADEMY TRUST

Welcome back

**Welcoming our colleagues
back now that it is safe to do so.**

*The last year has been difficult for all and it has been a joy
to see such high attendance and level of engagement from
all learners since the wider opening in early March.*



Dave McCready

CEO



Can I thank you all for your contributions and hard work in ensuring our academies run smoothly and our learners have access to a high-quality educational experience.



Welcome to the latest edition of News@TCAT

Welcome to the latest edition of our Trust newsletter which as ever, provides an insight into some of the wonderful activities that take place each and every day in our academies, as well as containing useful updates from a variety of central service areas including ICT and Marketing and information on our new Well-being Charter.

As we pass the one-year anniversary of the first National Lockdown, it brings into focus the importance of making sure we all do everything we can to maintain our own well-being. Unfortunately, as many of us know all too well, this is sometimes easier said than done, and this makes it even more important that we do everything we can to promote well-being. The creation of our

Well-being Champions team from across the Trust will hopefully add to the support networks available should they be needed.

The last year has been difficult for all and it has been a joy to see such high attendance and level of engagement from all learners since the wider opening in early March. Headteachers have reported that the vast majority of learners have been very pleased to return to school and are keen to re-engage with learning. I know that the demands placed on all staff have been significant over the last few weeks, but I hope that the Easter break will give all colleagues the opportunity to relax and recharge ready for a summer term that, thanks to the vaccination programme, may see a return to a less restricted way of life.

Can I thank you all for your contributions and hard work in ensuring our academies run smoothly and our learners have access to a high-quality educational experience.

Have a good Easter.

Best wishes
Dave

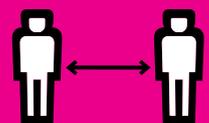
We must keep on protecting each other



HANDS



FACE



SPACE



David Brooke

Head of ICT

ICT Update

- I would like to take this opportunity to welcome a new member to the ICT Services Team – Michael Beach who is based at Holderness Academy joined us from the 24 March.
- 4 new servers have been purchased for Holderness Academy, Howden School, Winifred Holtby and Penshurst Primary – these are currently being installed to future proof our core infrastructure as we are making huge steps thanks to your efforts in moving to the cloud.
- The helpdesk has been implemented for FM at Croxby Primary, Howden School and Cottingham High School & Sixth Form College.



Finance Update

I am delighted to welcome Matt Cooper to the Business team.

Matt joined the TCAT Central Services team as the Head of Finance this month. Matt has worked in the finance sector for over 20 years, this includes senior finance roles in the NHS and the University of Hull.

Matt is also a governor at Willerby Carr Lane Primary School. If you would like to contact Matt his email address is matthew.cooper@consortiumtrust.co.uk



Clare Thorley

Director of Business

ARE YOU UP FOR A FITNESS CHALLENGE?

Your Well-being Champions invite you to take part!

Summer Term 1 'Be Active'

Which staff team can gain the most points via miles completed?

Exercise can be walking, hiking, biking, treadmill, exercise bike. Any amount can be logged and earns your school points.

Your Well-being Champions will send out points updates weekly.

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So get your shoes on and make your school the winning school!

The first challenge from your Well-being Champions is a TCAT wide exercise competition in line with the NHS 5 Steps to Well-being - Be Active.



Claire Gordon

Marketing and Communications
Manager

Marketing Update

A reminder to please get in touch with the Marketing Team by contacting the helpdesk email:

marketing@consortiumtrust.co.uk to discuss any design requirements.

When you contact the helpdesk we will respond with a price quote and timescale of your project. Examples of work recently completed are shown below and we look forward to discussing how we can continue to support colleagues with upcoming projects.

The Winifred Holtby Classroom Charter

Expectations

Punctual



Prepared



Polite



Be

Productive



Your Actions

Be on time and equipped
Respect all members of staff and other students, following instructions without question
Be hard working and aim for 100% effort

University of Cambridge - 142 miles

The University of Manchester - 102 miles

Believe. Achieve. Succeed.



Options Choices 2021/22

Cottingham High School and Sixth Form College

GCSE Computer Science

Who is the course for?

Mr J Dinnick

Assessment

Component 01 - Computer Systems - 1 hour 30 minutes written examination paper. 50% of total GCSE.

Component 02 - Computational Thinking, Systems and Programming - 1 hour 30 minutes examination paper. 50% of total GCSE.

Component 03 - Programming Project - 20 hours of practical work. Students will produce a program that meets a set of requirements. 50% of total GCSE.

Future Opportunities

Computer Science is a gateway to a range of careers including:

Level 2 Computer Science

Level 3 Computer Science

Level 4 Computer Science

Level 5 Computer Science

Level 6 Computer Science

Level 7 Computer Science

Level 8 Computer Science

Level 9 Computer Science

Level 10 Computer Science

Level 11 Computer Science

Level 12 Computer Science

Level 13 Computer Science

Level 14 Computer Science

Level 15 Computer Science

Level 16 Computer Science

Level 17 Computer Science

Level 18 Computer Science

Level 19 Computer Science

Level 20 Computer Science

Level 21 Computer Science

Level 22 Computer Science

Level 23 Computer Science

Level 24 Computer Science

Level 25 Computer Science

Level 26 Computer Science

Level 27 Computer Science

Content

This component is based on the core theory of computer science and the application of computer science principles to solve problems.

Component 01 - Computer Systems. This is focused on computer systems covering the physical elements of computer systems and the associated theory (systems architecture, memory, storage, networks, software and moral, social, legal, cultural and environmental concerns).

Component 02 - Computational Thinking, Algorithms and Programming. This component is focused on the theory of computer science and the application of computer science principles to solve problems.

Component 03 - Programming Project. This component is where candidates will be challenged to apply the knowledge and skills they have learned. Areas covered will be programming techniques, design, development, effectiveness and efficiency, technical understanding and testing, evaluation.

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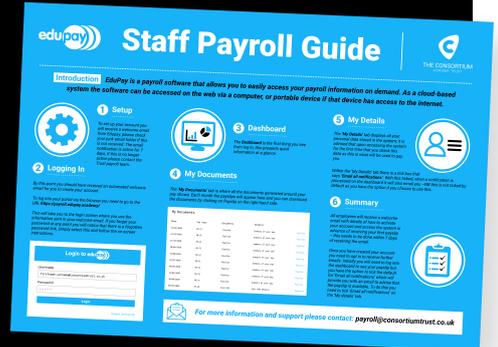
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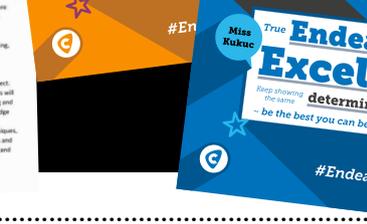
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#TEAMHOWDEN



Recognising a Data Subject Access Request (DSAR)



Gilly Stafford
Data Protection Officer

"Please could you send me details of John's attendance at school."

"Can you let me know how much overtime I have claimed this year?"

It might seem obvious but the first step to responding to a DSAR and complying with related GDPR requirements is recognising when a DSAR has been made.

Both these statements above are data subject access requests. It is important to understand that a request does not have to include the phrases 'subject access request', 'right of access' or 'Article 15 of the UK GDPR'. A DSAR is simply any request made by or on behalf of an individual for any personal data which is about them or which otherwise relates to them.

The request may be written, verbal or even cited on social media. The GDPR does not specify how an individual should make a valid request and guidance from the ICO simply states: "An individual can make a subject access request to you **verbally or in writing**. It can also be made to any part of your organisation (including by **social media**) and does not have to be to a specific person or contact point."

To be on the safe side, therefore, we should assume, that if an individual asks (or if somebody asks on an individual's behalf) for any information which is about that individual or which otherwise relates to them, that this constitutes a DSAR under the GDPR. It is important that all staff can

recognise a request and pass it on to their Data Protection Link who will deal with it (in conjunction with our Data Protection Officer).

We have a legal responsibility to identify and handle any request from an individual correctly.

An individual may prefer a third party (e.g. a relative, friend or solicitor) to make a DSAR on their behalf. The UK GDPR does not prevent this; however, we need to be satisfied that the third party making the request is entitled to act on behalf of the individual. Any such matters are to be handled by the relevant Data Protection Link (in conjunction with our Data Protection Officer).

Please remember:

A DSAR may come to you and may be written or verbal and may not include the words "subject access".

Please pass on the details of any request to your Data Protection Link immediately (as there are strict legal deadlines for us to respond). If you are unsure if an access request has been made, then discuss with your Link. Staff should not respond to any DSAR without prior approval from their relevant Data Protection Link.

Well-being Champions

On the next page we are delighted to launch our new Well-being Charter.

This is central to our TCAT culture and is reflective of our Health and Well-being Commitment published with Staff in September 2020. Well-being Champions

from across our academies are now in place and will be working together to engage with each other and take action to promote the well-being agenda with the staff team every half term. Expect to hear more from them over the coming weeks and please do get in touch either with one of them or with Jennie Ellis our MHSW to discuss your thoughts.

Well-being Charter



#BetterTogether@TCAT

Well-being Charter

We want healthy, happier and engaged colleagues, operating in a culture that promotes working well and leads to fulfilment. We see well-being as a key factor in allowing us to achieve our strategic goal of being the employer of choice in the East Riding area - #BetterTogether@TCAT



THE CONSORTIUM
ACADEMY TRUST

By being together, we will raise awareness that mental health and well-being belongs to all TCAT staff.

This purpose is central to the TCAT culture and is reflective of our Health and Well-being Commitment published with staff in September 2020. We expect that our staff and leaders will be challenged when their behaviours do not meet this cultural expectation.

Commitment

- to ensure a 'mental health and well-being focus' remains our continuing ethos
- to develop and promote a positive environment where staff well-being is at the core of what we do
- to empower staff to take proactive control of their well-being, acknowledging that this will be unique to every member of staff
- to bring together all our employees, breaking down barriers to mental health and well-being, helping to change behaviours and promote a supportive culture

Objectives

- the Well-being Champions' initiatives will be created **by staff for all staff**
- hold local events to support the mental health calendar, to raise awareness and help people feel that it is ok to talk about mental health, which will provide opportunity to be a team
- provide mental health and well-being signposting information
- we will share best practice across all our academies
- raise awareness and encourage all staff to engage in the 5 steps to well-being
- promote an agenda of kindness to each other and look out for one another



Implementation

The Well-being Champions will engage with each other and take action to promote the well-being agenda with the staff team every half term. The team consists of:

- Jennie Ellis** – TCAT Mental Health Support Worker
- Amanda Bridgeman** – TCAT HR Business Partner
- Kate Jordan** – Cottingham High School and Sixth Form College
- Caroline Austin** – Croxby Primary
- Claire Groak** – The Hessle Academy
- Elaine Jones** – Holderness Academy & Sixth Form College
- Ryan Gardiner** – Howden School
- David Hebb** – Keyingham Primary
- Victoria Ash** – Winifred Holtby Academy
- Corinne Harrison** – Wolfreton School and Sixth Form College

How will success be measured?

- Improved well-being and mental health from annual staff survey
- Staff engagement in well-being activities
- Retention of staff
- Improvement in attendance at work
- Celebrating success
- Dip sampling staff voice

Forest on the Field



Keyingham Primary School has taken its first steps towards providing students with a 'Forest on the Field', marking the start of Headteacher Victoria White's long-term dream to plant trees, have willow domes and make the field a more usable place for the children of the school.

Donations from the community and local businesses as well as some historic school funds have been pooled together to get the project off the ground. We drew up ideas and contacted local garden centres to help with designs. The garden centre we chose was brilliant, being really helpful in assisting us to pick out 90 trees and shrubs that would work best and trigger all five senses. The idea of using a variety of plants is to create a space for the children that will show them how nature changes throughout the four seasons.

In February Half Term, the staff and their children got together to plant the trees and shrubs on the field. There were even homemade snacks of sausage rolls and cookies to keep the workers going.

We started with the 30 fruit trees for our mini orchard. These will harvest a variety of apples, plums and pears. In

the clearing, near the back of the field, we planted 23 large, well established trees. Within this selection there are magnolias, a cherry blossom, rowans, a weeping cedar, a birch and many more. Each large tree shelters a few shrubs and a few snowdrops. There are also four beautiful rhododendrons. In summer these will display glorious colours of purple, red, yellow and pink. Next year we will get each child to plant their own daffodil bulb.



Our next step for this project is to bark the old running track, buy new outdoor benches and plant willow domes and tunnels. After Easter our lovely bell tent will go back up and then the students will really get the full outside learning package!

If you would like to follow our progress we update our website here - <https://www.keyinghamprimaryschool.co.uk/news/?pid=7&nid=3>

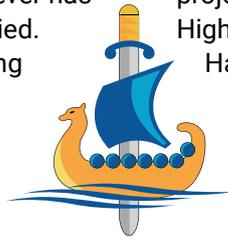


The importance of CPDL has never been greater



The time away from the classroom has impacted each of us differently.

For some, isolation and solitude has been a struggle, whilst for others, the family have kept things moving at a rapid pace and left people in need of some mental and physical space. However, one commonality is that cabin fever has left many of us at a loss to keep ourselves occupied. Increasingly, we become aware of the ever-growing challenges in education that have presented themselves during this pandemic and are moving to the realisation that they will require solutions that are both unfamiliar and unconventional. Consequently, the importance of CPDL has never been greater, as waves of government announcements, unpredictability and the impending return to school are upon us. With this in mind, I would like to share an experience that has been beneficial, undertaken during the summer holidays and a little beyond, to benefit both History students and professional development.



In History as a subject, the movement from one establishment to another comes with a steep subject-specific learning curve, as often there is little or no overlap between familiar content and that on offer at a new workplace, especially with GCSE and A-Level. Coincidentally, when browsing a familiar subject forum, I saw an advert to create exam-board specific content for a company called Quizlet. After an application, and some

to-ing and fro-ing, they allocated

projects associated with the modules taught at Cottingham High, using a work platform common in the gig economy.

Having recognised the benefits, this has led to the development of self-study sets, revision cards and other materials focused on knowledge, key terms and conceptual understanding for the disrupted modules during the pandemic - around 3800 in total.

The benefits have been multifaceted because, as a new member of staff, knowledge of these modules was insecure (regardless of summer study) and this experience has given the clarity of someone five years or more into teaching them. Additionally, students who have had varying levels of engagement throughout the countless lockdowns and time away can use the study sets to develop a robust understanding of each topic in a way that I am confident spans all content aspects thoroughly and should help close the gap for students who engage. Not to mention these are for national school use.

In short, my point is that through CPDL of this nature, the benefits are great - to students, teachers, the school and the company - though the financial incentive and current conditions made it possible.

Ben Wadley
Teaching and Learning Leader: History

Online resilience for Howden Year 11 students



Year 11 students at Howden School were lucky to take part in an online teamwork and resilience session hosted by Tom Foley.

Tom was part of a team of four friends who won the Whiskey Talisker Challenge in 2019/20, breaking a world record for the furthest distance rowed in 24 hours. Since their return they have taken what they learned from their experience and shared this with students, something which in recent times has been hugely beneficial. Students were able to watch a video created by his team 'Fortitude iv' on teamwork/resilience. This was followed by a live Q&A session on Teams with Tom, who talked about his experience as part of team 'Fortitude iv', giving

students an opportunity to find out more about what had motivated him and his friends to get through the challenge, imparting words of wisdom to Year 11 at a time when resilience is something needed by all of us.



Returning to school

Whether you have a short break time or a longer lunch break, here are some tips for refreshing yourself during your break, on our return to school.



Jennie Ellis

Mental Health Support Worker

Jennie.ellis@consortiumtrust.co.uk

One minute

- try a breathing exercise (2 Minute Guided Breathing Relaxation Exercise - Bing video)
- drink a glass of water
- do some simple stretches, walk round your work area

Five minutes

- make a quick list of all the things you've achieved today
- put on your favourite song
- make a cup of tea
- watch a funny video
- meditate (5 Minute Guided Meditation for Gratitude /Mindful Movement - Bing video)
- reflect – how are you feeling right now? Is there anything you need?
- pop outside

20 minutes

- watch an episode of a funny comedy you like
- experiment with writing, journaling
- go for a walk round the block
- read a chapter of your favourite book
- eat a healthy snack

30 minutes +

- go for a longer walk
- phone a friend
- listen to that podcast you've been saving
- eat lunch with a colleague (socially distanced of course!)



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Look out for the #BetterTogether@TCAT well-being tweets each Monday and Friday - providing a positive thought to begin and end each week!



NHS

Did you know the NHS has a Fitness Studio exercise videos website, with videos catering for differing abilities and types of exercise:

[Fitness Studio exercise videos - NHS \(www.nhs.uk\)](http://www.nhs.uk)

#BetterTogether@TCAT

@ConsortiumTrust



The **power of awareness**

changes our well-being - Dr Dan Siegel.
Start a new term listening to what you are telling yourself.

#BetterTogether@TCAT

@ConsortiumTrust



Fancy a cuppa?

Loughborough University have confirmed the correct way to make a cuppa is to put the milk in first, something to do with milk not heating evenly if poured into hot water...who knew?!

However you like your cuppa, the main thing is to enjoy your **regular break!**

#BetterTogether@TCAT

@ConsortiumTrust