As I wrote in my letter to all parents/carers and students earlier this term, the month of January is often seen as a challenging month in the calendar year and this January was a particularly challenging one but once again, the Great Marlow School community rose to take on all of the challenges. I went on to say, I hoped that February would bring some warmer weather as we moved towards the start of spring and the month of March. Well, it has most certainly not been that way this week, as we have faced a mini ‘Beast from the East’. The temperatures have been low day and night for us but not as cold as Northern Scotland, where on Wednesday night it was the coldest night for 25 years with an officially recorded temperature of -22.9 Centigrade. The forecast for February half term is for a higher temperature after a chilly first weekend.

Last Friday, 5th February, as you will be aware we organised a minimising screen day for students and staff. Overall, this was very well received, and we did also try and encourage as many students as possible along with their parents/carers to carry this on into the weekend. At the same time, I also highlighted the importance of physical activity and exercise, as part of a possible strategy to move away from the computer screen, TV screen or mobile phone screen. Despite the weather, I very much hope many of you did this. I did manage to complete my 50 miles of running in January and I am well on my way to completing my 50 for February, half term next week will certainly help me with covering those miles.

We as a school fully believe that physical activity and exercise play a very important part in enabling people to lead a long, healthy and fulfilling life, establishing a good habits young are key to this. There is now a huge amount of scientific evidence that people who are more physically active and exercise regularly are not only physically healthy but also have better mental health. I always like to add when writing about this subject that regular physical activity and exercise can also improve our intelligence, particularly with regards our memory and thinking skills.

Those of you that are particularly interested in the impact of physical activity and exercise on the brain, I would recommend you look at the work of Professor John J Ratey, MD, who is an Associate Clinical Professor of Psychiatry at Harvard Medical School and an internationally recognised expert in Neuropsychiatry. He has published over 60 peer-reviewed articles, and 11 books, including “Spark: The Revolutionary New Science of Exercise and the Brain”. Dr Ratey is one of the world’s foremost authorities on the brain-fitness connection.

So please this half term, continue to try and reduce your families screen time and increase your level of physical activity, ideally outdoors, it could make your family healthier, happier and more intelligent. Obviously, whilst staying within all the guidelines to reduce the risk of the spread of the virus! The government guidance, also, allows for physically distant, physical exercise with one other person from outside your household. So students, you can exercise with a friend to support both your physical and mental wellbeing but remember to remain physically distant at all times, which is more than 2 metres apart!

At this time, the target date for schools in England to be open to greater numbers of students is the 8th March 2021. There is significant expectation around the government’s planned communication on the 22nd February, which I hope will give greater detail on their plans for schools and wider society. I sincerely hope that the virus mitigation measures that are currently in place across the country, create a situation where it is safe to increase the number of students attending school. In the meantime, we will after half term continue with our high quality remote learning provision for all students working at home and our in-school provision for the children of critical workers and those children that have been identified as vulnerable.

On our return after half term, I would like to remind all students directly, if you are in need of additional help and support with the work, make sure you ask your teachers. If you need help with more general things, make contact with your form tutor or Director of Learning by emailing them or talk to your parents and they can seek support from the school on your behalf. We are here to support you and want to, so do reach out if you need support.

I would like to express, again, how impressed all of the staff have been with readiness, resilience and resourcefulness shown by our entire school community, in these very different times. These attributes are going to continue to be required as we successfully navigate the challenges ahead.

Finally, this ‘bumper’ edition of The Voice showcases the vast range of learning activities that our school community has engaged in this half term, it has been expertly put together by Mrs Rooney and I would like to say thank you to her and all the staff at the school for their fantastic work over the past 6 weeks.

Best Wishes
Mr Kevin Ford
Headteacher
The creativity hasn’t stopped!

The beginning of the spring term has proved a very different way of working for the Art department and its students, as it has for so many others.

As the studios at school sit a little more bare, waiting in hope for the return of their talented artists, we donned our best technological hats once more and braced ourselves for another period of creative lockdown learning.

As usual, our students have not disappointed us, and we’ve been overjoyed to see how many have wholeheartedly engaged with their art studies while at home.

KS3 have been especially resilient, and have really welcomed the opportunity to flex their imaginative skills with their projects while learning remotely. Year 7 have enjoyed finding out more about their heritage and family background over the past month, with a brand new Identity project which aims to explore culturally diverse artists such as Chris Offili. As well as producing some beautiful watercolour outcomes, these students have also had the opportunity to conduct their very own nature walks in a bid to reduce screen time and collect their own flora and fauna, in preparation for making their own Frida Kahlo-inspired self-portraits!

Year 8 have, once again, been tackling the bright and colourful world of Pop Art, exploring the work of Roy Lichtenstein and Andy Warhol, while Year 9 have continued with their extensive portraits project, this term focusing on the graphic tonal work of Luke Dixon and producing some really thought-provoking outcomes. The creativity hasn’t stopped however! The end of January bought a welcome change in weather, if only briefly, with our spectacular flurries of snowfall. GMS Art and Design students didn’t hesitate to use this as an exciting opportunity to show off their sculpting skills, and were keen to share some of their spectacular snowman creations with the rest of the students and staff! Well done to those who continued to see a creative challenge in even the coldest of conditions! Brrrr!

We are so proud of how all of our KS3 students, as well as our KS4 and KS5 cohorts, have approached this new, and at times much more intense, way of learning, and are hopeful that their enthusiasm and motivation goes from strength to strength once we are all back in the classroom together.
Beautiful outcomes from our Year 7s

The year 7s are working on a scheme that is about identity and heritage, we are exploring artists such as Frida Khalo that use imagery that reflects this.

The students have been researching their family trees, flora and fauna from their family’s native country and local area and symbols that reflect important aspects of their heritage.

By Mrs A Perman

Artwork by Isla Oppenheimer 7H2 (left), Lily McDonald 7E2 (middle) and Emily Yellowly 7E2 (right). Frida Khalo transcription by KLea Matthews 7K2 (far right)

Brodie Kennedy 7E3, Transcription of “Self portrait (left) and Bonito” by Frida Khalo

8H3 braved the snowy conditions and produced some impressive snow sculptures!!
**Year 13 mock results 2020**

This department offers A-Levels in three subjects: Ancient History, Politics and Law. All y13 students following these subjects sat mock exams last term, before Lockdown.

**Ancient History**

Florence Bonwick came top of the class closely followed by Jack Britnell, both achieving Grade A.

**Politics**

Charlie Martin had no trouble coming top in the class, achieving the best score in two of the papers and the joint-best score with Ben Pease in the third.

**Law**

Florence Bonwick came top of the class with Grade A* Charlie Martin, Isabelle Doherty and Jack Britnell all achieved grade A. (Sami Qureshi missed Grade A by a single mark.) Estella Miles came top of the other class, with Harry Weaver-

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**Year 12 mock results 2020**

This department offers A-Levels in three subjects: Ancient History, Politics and Law. All y12 students following these subjects sat formal assessments in January.

**Ancient History**

Leo Simpson came top of the class with Grade A*. Lisa Schafer and Madeleine Jones both achieved Grade A.

**Politics**

James Robson, Thomas Stanton and Brendan Vaughan beat 18 fellow students to become joint-top of the class.

**Law**

This is the school’s largest A-Level subject and there are two classes. Thomas Riley and Lily Williams were joint-top of one class, and Iqra Ali was top of the other, all achieving Grade A*. Amber Bannon also achieved Grade A* while Brendan Vaughan, Grace Kisbee, Zeeshan Rasool, Ella Moorin, Shanti Roselli, Alastair Smith and Trinity Wiltshire all scored Grade A. (Brendan missed Grade A* by a single mark while Aila Hollows-Butwell, Talie Pankhurst and Vicki Webb were unlucky in missing Grade A by the same margin.)

By Mr S Pugsley

Head of Department

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**CONGRATULATIONS TO MR & MRS PUGSLEY**

Mr and Mrs Pugsley (of the Department of Classics and Political Sciences) have updated their published Law resources for the new syllabus. They are delighted to have received this letter from their publisher.

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**ZigZag Education**

Stan & Lyn Rigby

14 December 2020

Dear Stan & Lyn,

Re: The Key Cases OCR Year One Section A: The Legal System [UP]
The Key Cases: OCR Year One Paper 2B: Text Law 1 [UP]
The Key Cases: OCR Year Two Paper 2B: Text Law 2 [UP]
The Key Cases: AQA Year 1 and Year 2 Combined: Text Law
The Key Cases: OCR A level Year Two Section B: Criminal Law [UP]
The Key Cases: OCR Year One Section B: Criminal Law [UP]

Due to the high quality of the resources, excellent communication and timely delivery, I have recommended your resources to the Commissioning Editor for consideration to receive a ZigZag Education Gold Award.

I am pleased to be able to tell you that your resources have been chosen to receive this award. This means that your royalty rate will be increased from 13.9% of sales to 17.5% of sales for the lifetime of the edition.

You will receive a final formatted and edited copy of your resources in due course to carry out your final checks. We look forward to working with you on future projects.

Yours sincerely,

Ellena Heywood, Educational Editor

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Mr & Mrs Pugsley (of the Department of Classics and Political Sciences) have updated their published Law resources for the new syllabus. They are delighted to have received this letter from their publisher.
YEAR 11 FOOD PREPARATION & NUTRITION STUDENTS RISE TO THE CHALLENGE!

Year 11 have been revising to the topic of Ethical food choices including Fairtrade foods. To support their offline learning on Friday 5th February, I gave students the task of cooking a dish using a minimum of 3 Fairtrade ingredients. It was no surprise that we ended up with a range of delicious chocolate goodies, however more surprisingly there was not a banana bread in sight!

By Miss H Young

KS3 D&T STUDENTS

The D&T department have been very impressed by the creativity and resilience shown by the students during this lockdown. Here are some examples of the wonderful work they have produced.

YR7 Textiles - The students were asked to design a costume for a party to celebrate the end of lockdown. The outfit had to be big & bold, include accessories & have a fantasy theme. The attached 4 designs were our favorites!

YR7 Graphics - The students were thinking about repurposing products, using materials available at home, they were to find a problem that requires a solution and make a product out of cardboard. Some of the students came up with some excellent desk organizers! Attached are two of our favorites.

YR8 Textiles - Making masks! Students were learning about Pattern making and were asked to send in photos of masks that they had made at home!

YR9 Food Tech - One-shot lesson - Students were asked to design a cake that could be used to celebrate the launch of a new product. We loved the cake design from Rebecca!

By Miss R Addy
Year 7 Textiles - Emily Yelloly completed a beautiful piece of work about textiles around the home.

Below: More Year 7 textile designs.

Creativity reduces anxiety, depression, and stress due to the calming effects on the brain and body.
Yr12 Product Design have been developing their CADCAM skills by creating new Lego people in their own chosen image using OnShape software. Students needed to understand solid modelling techniques, making things fit, and converting 3D models into drawings for manufacture and assembly. These models will eventually be 3D printed to create a 'Lego class'.

Year 12 textiles have been working on Collars & cuffs at home this week, and here are some of the results.
A NOVEL TWIST ON BRINGING YOUR PETS TO WORK!!

7K1 have been bringing their pets to Teams over the last few weeks. It has been great to meet the range of pets from Cherry the Tortoise to Sebastian the pet Rock. All the pets were very well behaved and were not camera shy at all. Lyra Wells had lost count of how many animals she has. She has 80 snakes, chickens, horses and lizards just to name a few. I was amazed at the range of pets 7K1 kept at home. It was great to meet their family members.
French – Non-screen day

French students were given a selection of non-screen activities for Friday 5th February. From French yoga to crêpe baking, from a French guided walk to making a model of a French monument using household items!

Students demonstrated their resourcefulness and responsibility with their chosen French activities, and we were thrilled to see so many excellent outcomes.
HELLO from the Geog Squad

GEOGRAPHY DEPT. - MAKING ONLINE LEARNING FUN!!

Well done to everyone for embracing the new way of learning. We are so happy that we can still connect with you and get the passion for geography alive in your homes!

As a department we want to create the ‘classroom experience’ as much as possible.

We are enjoying geographical conversations and are getting our exercise books out to complete the majority of our work.

“The pride in your work is brilliant.”

Here is a selection of work submitted to us.

Eleanor Cummings 7E3
Amelie Hewson 8K3
Florence Owen 8T3
Emily Connor 8T3
Zahab Jahangir, 9C2
Laiba Shah 7K2
Ava Bason 7H3
Ollie Braid 9C2
Emz Spooner 10A
Amelia Giles 8C1
USING YOUR BRAIN TO CREATE A BRAIN

As part of our psychology course, we study the brain. In order to have a screen free lesson, students were asked to create brains to show various parts and reward pathways etc. We had some very inventive results! “I never thought a cauliflower could look so good!”

“I really enjoyed this task, and it was great to do something creative.”

Cauliflower Brain by Abby. H

By Mrs L King, Head of Psychology
Circle “FACT” if you think the item represents something Psychologists have carried out research on. If not, or if the item is better represented by another discipline, then circle FIB.

a. Psychologists have shown how willing volunteers are to give fellow volunteers electric shocks, simply because they are “ordered” to do so by a person in a uniform. **FACT or FIB**

b. They help people overcome problems that stem from childhood, using dream analysis, in which the client lies on a couch in order to relax into a dream state. **FACT or FIB**

c. Several irregularities to do with the reliability of eye witness testimonies have been exposed by Psychologists. **FACT or FIB**

d. Psychologists analyse the likelihood of particular Lottery numbers coming up. **FACT or FIB**

e. Social distance is not a new idea. Social space and personal space has a long history in psychology, having established that there is a zone of physical proximity that allows people to feel comfortable in the presence of others. **FACT or FIB**

f. If you want your horoscope read, a Psychologist would be expert at giving an accurate reading. **FACT or FIB**

g. Psychologists use pictures of “visual illusions” to show how we see that which we expect to see. **FACT or FIB**

i. “Slips of tongue” have been studied by psychologists in order to expose unconscious thoughts. **FACT or FIB**

j. They have addressed whether exposure to TV violence influences levels of aggression.

k. Psychologists are responsible for all those IQ tests we keep hearing about. **FACT or FIB**

l. Two famous psychologists in the 1960’s studied kittens who from birth until 3 months wore goggles with vertical stripes on them. **FACT or FIB**

m. Why do we flutter our eye lids in the presence of the opposite sex? Scratching your neck means something other than simply feeling itchy? Psychologists study this. **FACT or FIB**

p. Psychologists studied monkeys and found that attachment bonds in infancy are influenced more by the social features of the mother (such as warmth and holding) than by the food providing function of the mother. **FACT or FIB**

q. Psychological research provided us with “brain washing” **FACT or FIB**

r. Much of our knowledge in the field of Selling about how to effectively persuade potential customers to buy comes from psychology. **FACT or FIB**
NO-SCREEN DAY- A BIG SUCCESS

On Friday 5th February GMS held a non-screen day where students and staff were asked to limit the amount of time they spent on a screen and perhaps, come up with other initiatives to complement their learning. This proved to be very successful and many departments had some brilliant feedback from the students.

Here are just some of them showing how resourceful they have been!

During their no screen science lessons students could choose one of the activities below:

**KS3**
- No lockdown for birds
- How sustainable is your home?
- GMS Bake Off
- Homemade lava lamps
- Eggscellent

**KS4**
- Sensory Scenery
- Eggcellent parachutes
- No lockdown for birds
- GMS Bake Off
- Who’s out and about?
- How sustainable is your home?

**GETTING CREATIVE IN SCIENCE**

Harry Carter, 7E3 sent in a video of his egg parachute challenge.

“I’ve made an egg parachute today for no screen Friday. I used a bin bag and thread and dropped it out the upstairs window. The egg survived. I googled forces and it said parachutes use both gravity and air resistance forces.”


Naturally the Science department were very impressed with his resourcefulness!

“This is a fantastic bit of work, thank you for sending it over to me! Well done for creating a successful parachute and I am glad to see your egg made it back to earth in one piece!”
This shows fabulous resourcefulness from Tre Jacobs. He has been nominated for a Headteachers award for this fantastic contribution to his Science non-screen day.

The images show how he made sour dough for the physical changes experiment.

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Another example of resourcefulness during the non-screen day is Richard Walker’s(Yr11) excellent board game for his Business revision.

“So basically it’s snakes and ladders. You get a card depending on the colour of the square you land on. If you get the answer right you go forward a square, if it’s wrong you go back. I think I’ll properly just use the cards to revise but it was still good to make”
...and it’s not just the students who have been creative!! Jenni Sharp in the SEN department, asked all her colleagues to contribute to a lovely video she put together for the students, which was shared with them recently.
Year 7 News

After settling in quickly at GMS during the Autumn term, Year 7 have demonstrated great respect and responsibility getting to grips with online learning during their second term at Great Marlow School.

Form Tutors have worked hard to engage students during form time offering a range of excellent teaching and learning activities with a popular favourite being ‘bring your pet to form time!’

We are very impressed with the level of commitment, engagement and enthusiasm that our Year 7 students have shown throughout the last half term of online learning.

And finally, a reminder to look out for the Headteacher’s Awards and the Year 7 student of the Fortnight awards – these are sent via email throughout the term!

By Miss F Tuddenham - Director of Learning Year 7 and KS3

Congratulations to the following Year 7 students who have had excellent attendance to online lessons since January 2021:

Aoun, Marc 7E1  McKie-John, Tameka 7K2  Radnedge, Beatrice 7E1  Bennett, Daisy 7H2  Middlehurst, James 7K2  Shah, Laiba 7K2  Gale, Thomas 7E1  Panting, Scarlett 7K1  Then, Olivia 7K2  Lancaster, Addison 7E1  Phillips, Katie 7E1  Wells, Lyra 7K1  Lawton, Libby 7E1  Platt, Lucy 7K2  Whittington, Jacob 7E1  Zheng, Emily 7K2

Year 8 News

With the Christmas break behind us and a full half term of remote-learning I would like to take amount to say YOU DID IT! You conquered the internet issues; you baked the banana bread, and you mastered the art of virtual communication.

Thank you for all the effort you have put into your education this half term and for sharing your success and struggles with us.

I would like to take the time to celebrate some individuals’ achievements in our community, so please do continue to read and then ENJOY YOUR HALF TERM BREAK!

STUDENT SUPPORT

A HUGE thank you to Mrs Connor-Price (Year 8 Student Support Officer) and the entire Pastoral Team for their great spirit and supportive approach to the student in the cohort. The team is working tirelessly to reach out to students to offer support and to deliver the spiritual, moral, social and cultural development curriculum throughout this half term. Remember: We are ready and waiting to lend a helping hand - just pop your form tutor or myself an email.

PARENTS AND CARERS

I would also like to take this opportunity to thank the Parents and Carers of Year 8 students for their kind words of appreciation and positive communication throughout the half term.

The impact of this lock down on the homes of our community is immense and will never be underestimated by our team.

We are here to work with you and appreciate being given the opportunity to do so - Thank you for reaching out and please continue to do so.

I wish you a relaxing half term break and look forward to catching up upon your return to the school term.

By Miss J Bawden - Director of Learning Year 8
The Overall Top Remote-Learning Attendance Form Group:

8K1 - Well done all (and Miss Miles!)

Our Top 15 Remote-Learning Attendees:

Adam Sinden
Aiden Pinfield
Amelie Hewson
Ami-Mia Tilbury
Angel Hickman
Chloe Wilson
Daniel Cogan
Etienne Van Tonder
Florence Owen
Freya Barnes
Imogen Sharp
Isabel Rogers
Lais Batista Vernizzi
Olivia Barnes
Paige Smith

The Overall Top Achieving Form Group:

8E2 - Well done all (and Mrs Collett!)

Top Achievers (excluding HT Awards) for January:

8K1:
Carys Hughes 32
Umar Aslam 30
Fatima Jahangir 21

8K2:
Will Ellwood 47
Rosie McDermott 42
Bethany Evans 21

8K3:
Connor Quann 45
Sara Roselli 26
Amelie Hewson 21

8H1:
Florence Owen 31
Thomas Bentley 28
Imogen Sharp 22

8H2:
Samuel Attia 31
Lottie Shaw 23
Coco Killington 20

8H3:
Can Gucumengil 24
Jack Chapman 20
Amelia Giles 16
George Hunter 16
Esme Parr 16
Tegan Spang-Knechtel 16

8E1:
Theo Blissett 26
Herbie Duncan 12
Kiera Bird, Lauren Thomas, Chloe Trice 11

8E2:
Barnaby Smith 26
Olivia Hawksworth 22
Poppy Hudson, Isaac Musoke 21

8E3:
Dylan Denteh 38
Ruairi Creighton 22
Charlotte Cann 21

Year 8 Headteacher Awards:

Aiden Pinfield x2
Barnaby Smith x2
Chloe Shepherd
Coco Killington
Daniel Cogan x2
Dougie Higham
Dylan Denteh
Emily Egleton
Erin Anstiss

Ethan Waine
Ethan Wills
Etienne Van Tonder
Florence Owen
Georgia Mackay
Grace Carroll
Haashim Ahmed
Herbie Duncan
Lauren Thomas

Lottie Shaw
Mika Turner
Millie Catlin
Paige Smith
Rosie McDermott
Thomas Bentley
Will Ellwood
Whilst this has been an extremely unusual start to the year, we are both very impressed with how well Year 9 have taken to live learning and the maturity most of our year group have shown. We would like to thank all students and parents for their support during this time.

GCSE OPTIONS

This term will be one of the busiest for Year 9 as they will embark on the journey of choosing their GCSE options. This year there are some slight changes to the process, but students will still be provided with the knowledge and information needed to make informed decisions.

Firstly, after half term during online tutor times students will be shown presentations delivered by each of the Heads of Departments that give an overview of the course and what students can expect from it. These presentations will also be put onto the school website to allow parents to watch these as well and have conversations about options at home as well as school.

Secondly, we will be delivering an information evening to parents, which will be an online recorded presentation to explain the process as well. This will go live from the school website on the 3rd March.

Thirdly, a GCSE option information booklet will available on the school website. The booklet gives an overview of each subject and course available to the students.

Fourthly, there will also be the Year 9 parent’s evening, where parents can ask questions to teachers about the GCSE course.

CAREER’S GUIDANCE

During this time, we will also be working on career’s guidance for Year 9, as we believe this will help them make informed decisions about their GCSE options. We have been showing students career’s videos in tutor times to get students thinking about where different subjects can take them. We will also be running the Career’s Pilot programme, which will also help provide students with help and advice on choosing careers. There will be a letter coming out about this to explain this process in more detail.

Kind regards,

By Miss R Mapes and Mrs S Wheeler

Directors of Learning Year 9

Teachers, Form Tutors, School Support Officers and Directors of Learning are very proud of our KS3 cohort and how they have adapted to the second school closure and lockdown. Great Marlow students have embraced their online learning with enthusiasm and determination.

KS3 students have been working hard, demonstrating the respect they have for their education and our school, their resilience to cope with change and their readiness and resourcefulness to learn in different circumstances.

Our online Form Time is a valuable time during online learning to register our students and to complete valuable wellbeing check-ins with our students. Other form time activities include the Thought for the Week which covers a range of spiritual, moral, cultural and social topics and the popular weekly News Quiz.

Our non-screen day on Friday 5th February proved a great success with students being encouraged to complete a wide range of activities away from the screen.
GCSE courses have continued throughout this virtual learning half-term and I am delighted with the attendance and resilience shown by the Year 10 students.

To recognise all those who have achieved 100% attendance and to encourage other students to strive for the same thing, there is a competition running. Every week all students who register a full week’s attendance in tutor time have their names entered into a draw to win a family hamper. The prize is for the whole family, for I am aware that sometimes students require encouragement from parents and carers to leave their comfortable bed.

A second competition, called The Exercise Challenge, is a keep-fit contest. I have been really pleased with the uptake. The exciting draw to determine the lucky winner takes place during the Year 10 virtual live assembly on February 10th. All students, parents and carers who have exercised, by running 4 days in a week, or walking 2K (5 times a week), or running 5K in under 45 minutes have been nominated and their names added to the draw. The sports equipment prize is worth having. Needless to say, I have been really pleased with the participation and it has encouraged me to run a bit further and faster.

I am looking forward to the Virtual Live Assembly, on Wednesday 10th February, which is my way of bringing this half term to a close by showing my appreciation to the cohort and announcing the winners of the competitions.

In this half-term, Charlie Rhymer, Abbie Stewart, Fin Gomm and Emily Downing represented the year group professionally, when they met some governors (virtually). It was honestly very difficult to select students for this event, as I have so many to choose from. I like giving students as much responsibility as I can, and I am always proud of the way they conduct themselves.

Rebecca Hayward has excelled in her chosen sport by being selected for the swimming squad for the Tokyo Olympic Games. I am so proud of her. The arduous and constant training routine she...
Through the use of remote tutor time, a range of resources have been used to support the year group as we adjust to a remote way of working and life within another lockdown. Assemblies on wellbeing were used early on to highlight the importance of a balanced approach to remote learning and to highlight the many ways in which students can ‘switch off’ after many hours of screen time. We shared information on how exercise, art and reading to name but a few, are ways in which students can escape the screen-time. In addition to this tutors have created many opportunities for students to come together in form time, for instance Mrs Bansal took her form group on a remote walk and discussed the sights and sounds of what they could see and hear on their walk.

Away from wellbeing, a key focus at this time of the year is careers and post Y11 plans. Inevitably, many plans around careers have had to be adapted and changed. Through form times, students have had the opportunity to watch careers videos from industry professionals that live within our local area, some of which are also Alumni of GMS. The aim of these videos is to give students an insight into the skills and qualifications needed for particular industries as well as provide insight into the journey our interviewees have taken to get to their dream job. Many of the videos reinforce that the values we hold dear here at GMS such as responsibility, readiness and resilience, highlighting these qualities are equally important in the world of work. It is also interesting and eye opening for students to realise that career paths are a journey and often do not go in a straight line but take many twists and turns along the way. We have been lucky to listen to the experiences of an International Events and Conferencing Co-Ordinator, a small business owner who hires out Ski chalet’s in France and the Lead Physiotherapist for British Athletics, with many more exciting videos coming up during the next half term.

As the first half term of 2021 draws to a close and students get ready for a well-earned rest, it feels like a good time to reflect on all that we have accomplished as a year group over the past 6 weeks. I could not be prouder of the effort put in by all Y11 students. Both attendance and engagement with remote learning has been really high, all year 11 students have shown resilience and their ability to remain ready and focused on their learning in spite of the significant challenges that remote learning can bring.

By Mr S Ross
Directors of Learning Year 10

 completes every week requires sacrifice, commitment, and resilience. Her family, who have worked with her to help her achieve her goal are delighted. Her dedication has certainly inspired me to be ambitious. I hope it inspires us all to believe that aspirational goals are worth striving for. Well done Rebecca (a free ticket would be nice)!

I would like to end this Voice article by thanking the people I work with.

The Year 10 tutor team has worked conscientiously to ensure our students are offered pastoral care when necessary. I thank all the GMS teachers who have worked incredibly hard to plan and execute their virtual learning lessons. Also, I wish to thank the people who work behind the scenes doing a great job, like Mrs Murray, who helped me despatch the many praise letters I wanted to send and the IT help desk who sort out so many of my IT issues. (I am old, that is my excuse!)

Finally, I thank the parents and carers of my wonderful cohort, who do all they can to ensure their children engage with the remote learning. I can only imagine how difficult that is especially as many of you are also trying to work remotely. It really does not go unnoticed and I just want to encourage you to keep going: never hesitate to contact me for any support you need.

By Mr S Ross
Directors of Learning Year 10

Through the use of remote tutor time, a range of resources have been used to support the year group as we adjust to a remote way of working and life within another lockdown. Assemblies on wellbeing were used early on to highlight the importance of a balanced approach to remote learning and to highlight the many ways in which students can ‘switch off’ after many hours of screen time. We shared information on how exercise, art and reading to name but a few, are ways in which students can escape the screen-time. In addition to this tutors have created many opportunities for students to come together in form time, for instance Mrs Bansal took her form group on a remote walk and discussed the sights and sounds of what they could see and hear on their walk.

Away from wellbeing, a key focus at this time of the year is careers and post Y11 plans. Inevitably, many plans around careers have had to be adapted and changed. Through form times, students have had the opportunity to watch careers videos from industry professionals that live within our local area, some of which are also Alumni of GMS. The aim of these videos is to give students an insight into the skills and qualifications needed for particular industries as well as provide insight into the journey our interviewees have taken to get to their dream job. Many of the videos reinforce that the values we hold dear here at GMS such as responsibility, readiness and resilience, highlighting these qualities are equally important in the world of work. It is also interesting and eye opening for students to realise that career paths are a journey and often do not go in a straight line but take many twists and turns along the way. We have been lucky to listen to the experiences of an International Events and Conferencing Co-Ordinator, a small business owner who hires out Ski chalet’s in France and the Lead Physiotherapist for British Athletics, with many more exciting videos coming up during the next half term.
For many Y11’s, returning to GMS for 6th form is their first choice option. Usually, during the second part of the Spring Half Term, students would meet with a member of the Leadership Team or the 6th Form team for guidance discussions. As with other plans this year, these have also been adapted so that they can happen remotely. Students will listen to a presentation from Mr Hollyman (Head of Sixth Form) during tutor time and then will complete a short questionnaire which will ask students about their post Y11 plans. The results of the questionnaire will then inform guidance discussions which will take place remotely over teams.

In the last week, I have launched a Director of Learning Challenge. The aim is to reward students who are taking part in physical or wellbeing activity. Information can be found below:

The Sixth Form Team firstly want to congratulate all of the Sixth Form for their resilience and readiness to learn during this lock down. We have been delighted by your attitude, focus and dedication to your studies. We are very proud of you.

**STUDENT SURVEY**

Many thanks for replying to the student survey. Three forms were randomly selected and of those we received 38 replies. The survey is important to see as a SFT what we are doing right in lock down and what we need to do to support you further. We were delighted that 95% of you feel that teachers have a clear expectation of students in live learning and 92% of you that teachers encourage discussion and question students during live learning. 92% of you also feel that the work load is about right. We really appreciate your feedback regarding your well being and teams and have passed on this information to staff to support your progress further.

I do hope all Y11 students have a restful Half Term and enjoy less time in front of a screen.

Best wishes

By Mr S Wilson - Director of Learning Year 11
**UCAS**

We would like to congratulate the 98 Year 13 students who have completed their university application via UCAS. You can now sit back and watch the offers flood in! For the SFT, university enabled us to thrive in our chosen professions and certainly taught us about life!

**Mr Hollyman**

<table>
<thead>
<tr>
<th>Where you went to university</th>
<th>Leeds University</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you studied</td>
<td>Joint Honours in English Literature and Ancient Greek and Roman Civilisation</td>
</tr>
<tr>
<td>Best bit about it</td>
<td>Learning to live independently in a part of the country which I would not have visited before.</td>
</tr>
<tr>
<td></td>
<td>Meeting friends for life and having new experiences.</td>
</tr>
<tr>
<td></td>
<td>Spending a year studying in Milan, Italy.</td>
</tr>
</tbody>
</table>

**Miss Jones**

<table>
<thead>
<tr>
<th>Where you went to university</th>
<th>University of Southampton</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you studied</td>
<td>BA Hons French</td>
</tr>
<tr>
<td></td>
<td>PGCE MFL and Sport</td>
</tr>
<tr>
<td>Best bit about it</td>
<td>Making lifelong friendships</td>
</tr>
<tr>
<td></td>
<td>Playing university hockey (and Wednesday AU Sports nights at Clowns and Jesters!)</td>
</tr>
<tr>
<td></td>
<td>Living and working in France for a year.</td>
</tr>
<tr>
<td></td>
<td>Independence with living and studying.</td>
</tr>
</tbody>
</table>

**Mrs Evans**

<table>
<thead>
<tr>
<th>Where you went to university</th>
<th>Cardiff University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PGCE History Swansea</td>
</tr>
<tr>
<td>What you studied</td>
<td>BA Hons History</td>
</tr>
<tr>
<td>Best bit about it</td>
<td>Got to do modules in other subjects such as Law and Sociology as well as lots of History!!</td>
</tr>
<tr>
<td></td>
<td>Met life long friends</td>
</tr>
<tr>
<td></td>
<td>Night life!</td>
</tr>
</tbody>
</table>

For those who have decided not to apply to university this year, please do take the time to consider your options. This is ordinarily the time of year where we have many impromptu 1:1 conversations about your next steps. Please do contact us, should you wish for some virtual advice.

We also made you aware of the National Apprenticeship Week which started on February 10th and lasts for the week. We strongly advise students to visit the website, especially if you are looking to complete an apprenticeship once you finish at GMS.

[https://www.eventbrite.co.uk/e/finding-applying-for-an-apprenticeship-for-years-10-13-tickets-136263135707](https://www.eventbrite.co.uk/e/finding-applying-for-an-apprenticeship-for-years-10-13-tickets-136263135707)

Please do continue to check your school email address where we are sending you vital information and as always be in contact with us should you need anything.

By the Sixth Form Team
MENTAL HEALTH

It is important to understand that in this challenging time, there are plenty of areas for support. The SFT are here for you. Please do email us and we can arrange support that can suit you including, virtual teams call, coming into school or a phone call.

WHERE CAN I FIND SUPPORT ONLINE?

| kooth | Kooth offers free, safe and anonymous online support for young people. You can message a counsellor, read articles written by young people, get support on the moderated online discussion boards, set goals or write a journal to track how you’re feeling. Kooth counsellors are available until 10pm every day. |
| childline | ChildLine offers free, private and confidential service for children and young people 24/7. You can contact ChildLine by email, 1-2-1 counsellor chat or on the phone and talk to a counsellor about anything, no matter how small. Their website has lots of information and videos with advice and a moderated message board to write how you’re feeling, share your experiences with other young people or ask a question. There’s also an art box to express how you feel creatively. |
| youngminds | YoungMinds is the UK’s leading charity fighting for young people’s mental health. Their website has lots of information and advice. If you need urgent help for a mental health crisis you can text the YoungMinds Crisis Messenger for free on major networks, 24/7. Text YM to 85258 |
| PAPYRUS | PAPYRUS is the national charity dedicated to the prevention of young suicide. Their website has lots of information and advice. You can call their Hopeline on 0800 068 4141 9am-10pm on weekdays and 2pm-10pm at weekends and bank holidays for confidential support and advice if you are experiencing thoughts of suicide or if you’re concerned about another young person. |
| On My Mind | On My Mind aims to empower young people to make informed choices about their mental health and wellbeing. It includes: |
- Ideas for self care
- Understanding referrals
- What to expect when working with a service
- Jargon busters
- How you can help a friend

Mental health while you have to stay at home

Most of us are spending a lot of time at home and many of our regular social activities will no longer be available to us.

It will help to try and see it as a different period in your life, and not necessarily a bad one, even if you didn’t choose it.

It will mean a different rhythm of life, a chance to be in touch with others in different ways than usual. Be in touch with other people regularly on social media, e-mail or on the phone, as they are still good ways of being close to the people who matter to you.

Create a new daily routine that prioritises looking after yourself. You could try reading more or watching movies, having an exercise routine, trying new relaxation techniques, or finding new knowledge on the internet. Try and rest too and view this as a new if unusual experience, that might have its benefits.

For more information on maintaining good mental health visit https://www.mentalhealth.org.uk/.
As the country endures yet another lockdown due to the coronavirus pandemic, the importance of physical activity and sport has been highlighted more than ever. At risk of sounding like a GCSE PE textbook, not only for the physical benefits, but the mental and social benefits as well.

Given the huge number of students, who usually participate in the extensive GMS PE extracurricular programme, we are sure they will all missing the social interaction and camaraderie that sport brings as much as we are, as well as the hugely positive effect this can have on our mental wellbeing.

The PE department have been determined to tackle the enforced sedentary lifestyles we find ourselves leading, by entertaining students, parents and fellow GMS staff, with some more Instagram challenges. Cue the introduction to the GMS PE Department’s Lockdown Sports Challenges – WINTER EDITION!

Sticking with the winter theme, the challenges so far include: Mr Goodright’s Curling Challenge; Miss Porter’s Skeleton Bob Challenge; Mr Magnay’s ‘Cool Runnings’ Bobsleigh Challenge; and Miss Muttitt’s Ski Jumping Challenge!

We would like to encourage all GMS students, staff and parents to get involved with these challenges, by competing in mini household competitions, creating their own versions of the events or simply watching them to enjoy a couple of minutes of entertainment. We would love to see any videos of your participation, which can be added to our Instagram story!

If you haven’t seen any of the challenges (they are well worth a watch), you can find them on our Instagram page, which is @GMS_PE. Whilst you are there, feel free to give us a follow.

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Staying physically active during lockdown 3.0

As we reach week 6 of lockdown it is becoming apparent that being more physically active is something we all need to think about. The days are getting longer, and Spring is just around the corner which means there is no time like the present to increase the amount of physical activity you are doing. Since the first lockdown there has been a 40% increase per day in the amount of screen time we are all subjected to, which is roughly 45 extra hours a week. This means the time that would normally be spent being active, such as walking from lesson to lesson, playing football on the astro or playing club sport, is now being spent sat whilst working on a device.

Data from Sport England suggests that physical activity, as a result of the pandemic, has become more important to people. However, this data has also showed that 41% of people are reportedly doing less activity than before the start of lockdown and that those with an injury or long-term illness were less likely to be physically active while at home.

So why do we need regular physical activity? Taking part in physical activity benefits all your aspects of your health, which includes your physical, social and mental wellbeing. As Mr Goodright says, “one is better than none!” Start with small amounts and gradually increase duration, frequency and intensity over time.

Some physical benefits of exercise are:

- Improved bone and muscles strength
- Weight-loss
- Reduced risk of illnesses such as heart disease, stroke, type 2 diabetes and various cancers

Some social benefits of exercise are:

- Make friends and meet new people.
- Encourages confidence and independence.
- Helps to develop teamwork and cooperation skills.

---

Mr S Goodright - Head of PE
Some mental benefits of exercise are:

- Improved self-esteem and general wellbeing.
- Reduced risk of developing depression and anxiety.
- Delays cognitive decline and can delay onset dementia.

An inactive lifestyle will also have wider socio-economic impacts too. There are significant costs on healthcare, which therefore affects the members of the population who are taxpayers, and those who use the NHS.

- Heart disease costs £1.2 billion/year
- Diabetes costs £12 billion/year. (You can travel round the moon with a friend once a month for this price!)
- Childhood obesity costs the NHS £4.2 billion/year and with this cost expected to rise by a further £10 billion by 2050.
- Physical inactivity of 11-25yr olds will cost the NHS over £53 billion throughout their collective lives.
- An active young person could save over £40,000 of healthcare costs over their life, as opposed to an inactive person.
- Young people who participate in regular physical activity can increase the test scores in maths by 29%.
- An inactive person will spend 38% more time in hospital and require 10% more appointments than an active individual.

These statistics highlight the collective contribution that everyone has on our society, and how the choices people make will affect others in their area, and indeed across the county. But these figures can be positively changed through the choice of leading a more active and healthy lifestyle.

Even a short break from sitting can be helpful, by doing 3-5 minutes of physical movement, such as walking or stretching, will help ease muscle strain, relieve mental tension, improve blood circulation, and muscle activity. There are a variety of methods students can use to be physically active during lockdown. Students have been completing the PE lesson fitness challenges, which include a choice of activities such as cycling, running, walking, circuits, resistance training, power training and yoga. Students have also been participating in the GMS Winter Olympic challenges on Instagram from the PE Dept. A fan favourite has been Mr Magnay’s ‘bobsleigh core and leg workout’. Other methods students can use to stay active include walks with your family or pets, follow YouTube home workouts and helping out with chores around the house and garden.

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”

John F. Kennedy

By Miss Bateman. Mr Magnay and Mr Gilpin
WEEK 1: WORLD RECORD ATTEMPTS

Throughout the week, students attempted to break the Guinness World Record attempt for number of repetitions of an exercise in 1 hour.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>STUDENT &amp; YEAR GROUP</th>
<th>NUMBER OF REPETITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squats (4700)</td>
<td>Georgia McKay (Year 8)</td>
<td>1205</td>
</tr>
<tr>
<td>Sit Ups (2200)</td>
<td>Arthur Barber (Year 7)</td>
<td>3755</td>
</tr>
<tr>
<td>Burpees (1490)</td>
<td>Issy Stephenson (Year 7)</td>
<td>426</td>
</tr>
<tr>
<td>Plank (8 hrs 14 mins)</td>
<td>Olivia Urie (Year 7)</td>
<td>60 mins</td>
</tr>
<tr>
<td>Skipping (13719)</td>
<td>Adam Kharbouch (Year 7)</td>
<td>3045</td>
</tr>
<tr>
<td>Star Jumps (5489)</td>
<td>Adam Kharbouch (Year 7)</td>
<td>5489</td>
</tr>
<tr>
<td>Press Ups (2919)</td>
<td>Alexander Eldridge (Year 8)</td>
<td>1785</td>
</tr>
</tbody>
</table>

WEEK 2: DISTANCE CHALLENGE

Throughout the week, students attempted to clock up as many kilometres/ miles as possible using their favoured mode of transport!

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>STUDENT &amp; YEAR GROUP</th>
<th>DISTANCE TRAVELLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>Ella McGivern (Year 11)</td>
<td>42km</td>
</tr>
<tr>
<td>Running</td>
<td>Charlotte Greening (Year 9)</td>
<td>33.62 miles</td>
</tr>
<tr>
<td>Cycling</td>
<td>Sam Chaplin (Year 11)</td>
<td>250km</td>
</tr>
<tr>
<td>Rowing</td>
<td>Daniel Cogan (Year 8)</td>
<td>33km</td>
</tr>
</tbody>
</table>

WEEK 3: WEIGHT LIFTING CHALLENGE

Throughout the week, students attempted to lift as much weight as possible multiplying the numbers of repetitions and sets, by amount of weight lifted.

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>STUDENT</th>
<th>WEIGHT LIFTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Joely Chamberlain</td>
<td>12,000kg</td>
</tr>
<tr>
<td>8</td>
<td>Ashton Grant</td>
<td>38,000kg</td>
</tr>
<tr>
<td>9</td>
<td>Charlie Walker</td>
<td>21,000kg</td>
</tr>
<tr>
<td>10</td>
<td>Will Clayton</td>
<td>12,540kg</td>
</tr>
<tr>
<td>11</td>
<td>Henry Hazlem</td>
<td>21,000kg</td>
</tr>
</tbody>
</table>

WEEK 4: JUMPING CHALLENGE

Throughout the week, students attempted to jump the height or length of different objects by adding together their jump scores.

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>LONG JUMP TOP PERFORMERS</th>
<th>VERTICAL JUMP TOP PERFORMERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Ronak Chana, Addy Lancaster, Caelan McVey, Lily McDonald, Jamie Pritchard, Olivia Bartwicki &amp; Theo Fraser</td>
<td>Olivia Then, Nathaniel Fleming, Apoova Singh, Isabelle Butcher &amp; Max Bunting</td>
</tr>
<tr>
<td>8</td>
<td>Grace Appleton, Erin Anstiss, Poppy Hudson, Coco Killington, Elise Whyte, Mara Apetrei, Isabel Rodgers &amp; Charlotte Hewson</td>
<td>Livi Barnes</td>
</tr>
<tr>
<td>9</td>
<td>Tia Horner, Charlotte Greening, Charlotte Timpson, Lewis Hanson, Joe Mullen, Sophie Apletree &amp; Becky Tinnelly</td>
<td>Callum Lever &amp; Charlotte Haddock</td>
</tr>
<tr>
<td>KS4</td>
<td>Will Clayton, Finn Martin, Joseph Legerton &amp; Olivia Fyfe</td>
<td>Amelia Eldridge, Erin Huddleston, Ruby Mantica &amp; Hannah Angelides</td>
</tr>
</tbody>
</table>

By Miss G Muttitt
An interview with Dan Cogan - Year 8 Leaderboard Winner

Name:
Dan Cogan (Back middle left) Year 8

Challenge Undertaken
Rowing the Distance of the English Channel. Seeing the distance gave me goal to try and reach. I broke it down into rowing every day for the whole week.

Total Distance:
33km Rowing.

Greatest distance in one day:
10km, broken down into 1 x 5km, 1 x 2.5km, 2 x 1.25 km. This broke up the distance I needed to do, and I can practice rowing over different distances.

Exercise Routine in Lockdown:
I try to do something every day. I have completed different activities, such as PE lessons, running, Joe Wicks’ PE workout, and challenges sent from my Athletics club.

Favourite Sport and why:
My favourite sport is athletics, in particular 800m and 1500m events. I am dedicated to athletics and have participated in athletics since Yr 3. My favourite isn't rowing as I have only been rowing since year 7!

Sporting Hero and why:
Mo Farah because of his work ethic and race tactics. He always looks in control and always wins.

---

An interview with Charlotte Greening - Year 9 Leaderboard Winner

Name:
Charlotte Greening

Challenge undertaken and why:
I chose running as this challenge would push me the most and I am very determined. I didn’t do the rowing as my dad was using the rowing machine for work!

Distance run in total:
33.62 miles (further than a marathon- phenomenal resilience!)

Greatest distance you achieved in one go:
6.61 miles in 1 hour 13 mins.

Exercise routine in lockdown:
I am very committed to sport and take part in karate 3 times a week, and rowing 3 times a week. I also really enjoy all my PE lessons. I take my dog Dexter out on a walk every day- as you can tell I enjoy keeping fit and healthy!

Favourite sport and why:
I can’t decide- my favourite 2 are rowing and karate! I have been doing karate for 6 and a half years, and rowing for 2 and a half years.

Sporting hero and why:
Steve Redgrave as he grew up in Marlow and is an excellent role model as he been very successful. Also, my karate coach (sensi), because he is very talented and well respected. He helps everybody and never gives up on you!
An interview with Charlie Walker-Year 9 Leaderboard winner

Name: Charlie Walker

Challenge undertaken and why:
I have weights at home, which I bought in 2019 from Wycombe. I hadn’t used them, so I felt inspired by the PE challenge!

Distance/weight/power/record achieved:
21990kg

Greatest weight achieved in one go:
200reps of a can of beans (100kg per arm approx)

Exercise routine in lockdown:
PE twice a week, I use my exercise bike twice a week and we always have a walk during break time and lunchtime

Favourite sport and why:
I really like golf! It started when I used to swim on a Saturday. After the swimming session, my grandad would take me to play golf, this was a better option than shopping with mum and grandma...they love a long shopping trip!

Sporting hero and why:
Mr Slatter, he’s such an inspirational teacher, he’s fun, plays banging tunes in the gym and he’s always got good jokes and fruit mentoes

An interview with Olivia Fyfe- Year 10 Leaderboard Winner

Name: Olivia Fyfe

Challenge undertaken and why:
Rowing Challenge. This challenged worked well with my rowing training during this lock down period.

Distance/weight/power/record achieved:
40km

Greatest distance in one go:
10km

Exercise routine in lock down:
I do rowing training over zoom every day except Friday or sat. I exercise when I am bored or want to take my emotions out. I go on runs and bike rides with rowing friends and complete all my PE lessons. I have enjoyed the activities at the start of the PE lessons and the challenges directly related to rowing. We have set times of day for our rowing training on zoom. We also track runs and bike rides on Strava which helps me stay motivated as I can see what my friends are up to. In previous lockdowns we did not have the opportunity to join zoom which meant I did not
I find the zoom sessions motivate me to training more regularly and complete all the training session on the programme.

**Favourite sport and why:**
Rowing. I like the summer regattas and sprints. I really want to race this summer and will be upset if I don't get to race as we didn't last year. We felt we would win lots last year as some schools don't start rowing till year 9 where as we had 3 years' experience. My motivation to do training is the opportunity to race.

**Sporting hero and why:**
Bradley Wiggins because I went to Spain and touched his bike. He was also at British Rowing Indoor Championship, which was held at the London Velodrome. I saw him here and would like his autograph one day. I think he is my sporting hero also because my dad's is into cycling so we have always followed his sporting journey as a family.

---

**An interview with Sam Chaplin**
-Year 11 Leaderboard Winnner

**Name:**
Sam Chaplin

**Challenge undertaken:**
Cycling

**Distance achieved in 1 week:**
223km/140miles

**Greatest distance achieved in 1 day:**
60km/37miles 5528ft of elevation (Virtual Alp D'Huez)

**Exercise routine in lockdown:**
always completes his PE, plus Monday – 3-5mile run, Tuesday – 20-25mile bike ride, Wednesday 3-5mile run, Thursday – 20-25mile bike ride, Friday – rest, Saturday – 40-50 mile bike ride, Sunday 25-30mile bike ride...IMPRESSIVE WORK!

**Favourite sport and why:**
Cycling allows a huge amount of freedom. I have always been a keen cyclist and have cycled to Brighton and Swanage as well as other places which are significant distances from home. My ambition is to cycle London to Paris in 24hours, it is 180miles.

**Sporting hero:**
Remco Evenepoel (Belgian World Tour Cyclist, for Deceuninck-Quick-step) He’s the youngest rider in the World Tour peloton at 21 and has already won more than most professional cyclists would in their lifetime. He has also won the Junior world title for the time trial and the overall road race… this is unheard of! In 2020, he won 95% of the races he entered.

---

**An interview with Henry Hazlem**
-Year 11 Leaderboard Winnner

**Name:**
Henry Hazlem

**Challenge undertaken:**
Weight lifting

**Total amount lifted:**
21,000kg

**Highest amount of weight lifted in one day:**
13,000kg

**Exercise routine in lockdown:**
Henry always completes his PE challenges, in addition to this Henry has been completing sprint training, cross country running, resistance training every day and has been completing bleep tests to track his cardiovascular fitness as well as goal kicking practice

**Favourite sport and why:**
Rugby due to the challenge the sport offers and the sense of teamwork it develops

**Sporting hero:**
Jonny Wilkinson is Henry's favourite athlete due to his exceptional work ethic. His resilience and commitment to being the ultimate professional allowed him to have success at the pinnacle of rugby
ONE FOR THE GIRLS.

ARE YOU INTERESTED IN PLAYING GIRLS’ FOOTBALL?

When I was Head Girl I had the privilege of speaking to many people about the opportunity, support, excellence and high quality learning environment Great Marlow offers. The one thing I wish I had added, is this never stops, even when you leave.

During my gap year, GMS have kindly employed me in a new role as Girls Football Partnership Strategic Lead. This has allowed me to continue with my personal development of the 6 Rs (reflection, resourcefulness, readiness, resilience, responsibility and respect) and work alongside my own inspirational role models (the teachers who supported and taught me).

Within this role, I work alongside the FA to help them strive to achieve their goal to ‘give every girl equal access to football in school by 2024’. My role involves working with other secondary and primary schools in the area to support the delivery of extra-curricular and core curriculum girl’s football offers. This is achieved through several different initiatives, with participation and longevity at the heart of them.

Although from a hockey background, my passion for getting girls up, moving and active in sport has allowed me to encourage and facilitate other members of teaching staff to use football as an excellent entry route for girls to live a healthy active lifestyle. Lockdown has put many of the exciting plans for girl’s football on hold, but they will be fully prepared for when the students return, so we can shall be hitting the ground running.

If anyone would like any further information about girl’s football my contact details are hwindsor@gms.bucks.sch.uk

By Miss H Windsor
Can you work out which question is the odd one out and what the link is between the questions. All the links have something to do with Great Marlow School.

ROUND 1
1) Which sport made its debut in the 2018 youth Olympics and will make its debut in the 2024 Paris Olympics after being approved as one of the 10 sailing events?
2) What is the nickname of the American Football Team based in Seattle?
3) How was the British ski jumper Eddie Edwards known?
4) What term is given to score of 3 under par in golf?

ROUND 2
1) What is the name of the Kenyan long-distance runner who was banned for 4 years in July for blood doping?
2) What is the name of the footballer who currently plays for Aston Villa and who was voted Everton’s Young Player of the year twice in row from 2012 to 2014?
3) Who became the most expensive English defender in 2019 moving from Leicester to Manchester United for £78 million?
4) What was the name of the former British 400m record holder, who won bronze at the 1956 Olympics in the 4 x 400m as well being named in the team of the year at SPOTY awards in 1956?

ROUND 3
1) Who broke the world record for most international rugby caps for Wales last year surpassing Richie McCaw record of 148?
2) Who in 2015 became the first female to manage a men’s professional football team and was recently stepped down as Scotland Women’s manager?
3) What is the name of the trophy earned to the winner of Indianapolis 500?
PE THROWBACK PICTURES
HAVEN’T PSYCHOLOGISTS DONE QUITE A LOT FOR US!

Feedback and Further Reading

a. Stanley Milgram’s (1963) famous study focused on blind obedience to authority. Lots of replications on the original theme have been carried out since, even one by Derren Brown!

b. Sigmund Freud used dream analysis. “Dreams are the gateway to the unconscious”. Any psychology book with a section on Psychoanalysis, or Personality Theories will include this.

d. Statisticians perhaps? Psychologists no!

e. 5 things you need to know about personal space in https://www.psychologytoday.com
Also check out https://www.youtube.com/watch?v=O2pfwt6Gl8I

f. This is properly the domain of Astrology, not Psychology

h Why we experience “visual illusions” is part of “Gestalt psychology” and “theories of perception”. https://digest.bps.org.uk/category/illusions/

i The ‘Freudian’ slip is probably the most talked of, and least researched idea. Freud in 1901 wrote a book on the subject. www.freudianslip.co.uk has some interesting slants on this.

j Both Psychologists and Sociologists have addressed whether exposure to TV violence influences levels of aggression. Albert Bandura’s social learning theory helps explain the effects.

k Intelligence testing can be traced back to an 1850s Psychologist, Alfred Binet in France.

l Blakemore and Cooper wanted to find out whether perception of shape and distance is learned (nurture) or is this inborn (nature). Why kittens? Well a parent wouldn’t allow two psychologists do this to their new-born baby. See https://www.youtube.com/watch?v=QzkMo45pcUo

m There is plenty of material on non-verbal communication of body language available. Desmond Morris “Man Watching” is a great read. https://www.apa.org/research/action/speaking-of-psychology/nonverbal-communication

n Harry Harlow’s studies of rhesus monkeys show the importance of contact comfort over food provision. Studies of humans also support this. https://www.simplypsychology.org/harlow-monkey.html

o When psychologists studied sleep deprivation, particularly when willing participants were denied their REM sleep for about 4 successive nights, it was found that they would sign testimonials to all sorts of untruths. Prof William Dement who studied this died last year. Obituary tells even more about him. https://www.thetimes.co.uk/article/bill-dement-obituary-jvgd0bp9v

p Consumer psychology is one of the fastest growing areas of applied psychology. See www.consumerpsychologist.com OR www.journalofconsumerpsychology.com

q Dr. Elizabeth Loftus and colleagues have produced several well documented studies on how unreliable our memories of events are. She was an expert Witness in the Harvey Weinstein trials.

Compiled by Laura King Teacher of Psychology at Great Marlow School
AND FINALLY....

...to our students.

Well done on getting through this third lockdown.

Well done with mastering online learning. We know this isn’t always easy and that you’ve had to learn new ways of doing things. We are proud of you!

Have a great half term break and try to limit your screen time as much as possible.

We look forward to having you all back in school soon.

Reading during lockdown

“As we find ourselves in lockdown once again can I remind you of the huge benefits of reading?

The Accelerated Reading scheme is a framework to progress a student’s ability to make mature book choices. The easier path is to keep with the tried and tested books: nothing too taxing, fulfilling the minimum requirement. The harder path is to progress, try a new genre, attempt a longer book, be open to new ideas, a different author. Reading can be like opening a box of sweets, I have used this description with the students. A student needs to try all that is on offer and not just remain with the one genre. We are living in a golden age of children’s literature, it just needs opportunity and a bit of a push in the right direction to find the right book. I believe all reading is of benefit; you are aiming to foster a love of reading not turn it into a battle.

If anyone has any questions/queries/ideas on how to promote reading or problems you are encountering please email me at the info box. Books on the Accelerated Reader scheme can be found if you google AR Bookfinder, however, given the circumstances, I would concentrate on reading any available books and not be limited to those just on the scheme.

Remember, all reading is beneficial, we need to create a generation of informed proactive and articulate readers who are not limited in any way.”

Kind Regards

Annette Fisher

Great Marlow School
Bobmore Lane
Marlow Bucks
SL7 1JE

NO SCREEN TIME DAY

It’s always nice to hear some positive feedback from either students, parents or carers. Here is one email we received recently.

Dear Mr Ford,

Thank you for the minimising screen time initiative today, it’s a great idea. Jack’s had some really creative activities set for him. I particularly liked Maths - count the birds in your garden and make a pie chart. We’ve even had time for a run!

Dear Mr Ford,

Thank you for the minimising screen time initiative today, it’s a great idea. Jack’s had some really creative activities set for him. I particularly liked Maths - count the birds in your garden and make a pie chart. We’ve even had time for a run!

CAN YOU HELP?

Great Marlow School have supported the One Can Trust foodbank for several years, and continue to do so, but due to lockdown we are unable to have collections at the school.

The One Can Trust foodbank is supporting over 500 people per week with weekly food parcels. Demand is rising and we are looking for more Street Heroes to help us meet the increasing demand. Could you be a Street Hero and have a tub outside your home to collect food from friends and neighbours on behalf of One Can? Please contact One Can on 01494 512277 or email office@onecantrust.org.uk for more information. Thank you.