

Message from the Senior Leadership Team

As we approach the end of another incredibly difficult half term, we asked our secondary pupils this week to reflect on this lockdown period and to plan ahead for post lockdown during their 'digital detox day.' We hope it gave our pupils the opportunity to realise how resilient they have been over the past eleven months and also just how much they still have to look forward to. One of the tasks we asked our pupils to complete on Wednesday, was to create a 'bucket list' of all the things that they were looking forward to getting done, post lockdown. It was incredibly heartening to see ideas such as 'hug my grandparents,' 'to meet up with and play with my cousins again' and 'go to my friend's house' appearing on lots of pupils' lists, alongside all those other simple things that we may have previously taken for granted but now have a deeper appreciation for. Despite the many challenges this lockdown has presented, we have, as a community, worked hard and adapted so that our pupils can still access their learning remotely. Our teaching and support staff have worked tirelessly to deliver a full school day with high quality, engaging lessons. We are also incredibly proud of the effort and commitment our pupils have shown towards their online learning; working independently and producing high quality work, day in and day out. We are really looking forward to the day when we can have our lessons face to face in a classroom.

We hope that you take time to check our fantastic twitter feed @StMattAcad where you can find examples of some of the excellent work that is happening across the Academy, in all departments and phases. We have some fantastic workouts and challenges from the PE department; examples of work from science, photography and even our Debate Mate club that has also been running remotely. However, the highlight has to be the 'Awesome Avocado' from our Primary phase - you need to see him for yourself!

We look forward with hope, to seeing everyone face to face again soon but until then, stay safe and God bless you.

Mr Young
Deputy Headteacher



Whole Academy News

Prayer and Reflection

Prayer and Reflection

Last Sunday 31st January was Racial Justice Sunday. The effects of the Coronavirus pandemic, the killing of George Floyd, and the powerful message on fraternity and equality by Pope Francis in *Fratelli Tutti* speak of the need to actively oppose racism and pursue racial justice with renewed vigour.

*Lord Jesus Christ,
in your ministry
you were approached by people
of many different nations and cultures.
You listened to their cry for help,
treated them with love and compassion,
and brought them healing and wholeness.
In our own time may we provide
to all those who are suffer
the help that they need
and the care that they require.
May we respond to the invitation of the Holy
Spirit
to dream of a world made new
where the poor are not forgotten
but are given the opportunity
to live and flourish
with good health and equal prospects.
We ask this in the name of Jesus the Lord.
Amen*



Digital Detox in Key Worker School

Our key worker pupils enjoyed a full day of screen free activities in school on Wednesday. They made pizzas with Miss Livingstone and Ms Chen in Food, they made Victorian Pockets of Hope with Miss Greenhalgh in Art and they wore themselves out in the Sports Hall with the PE Department. I saw some energetic Dodgeball, Basketball and Table Tennis taking place over the course of the day. Pupils thoroughly enjoyed the opportunity to cook and be creative. The pizzas they made would rival those of the best local pizzerias. This was an excellent way to engage with Children's Mental Health Week 2021.

We will be sharing some more examples of the activities all of our pupils took part in on 'Digital Detox Day' in the next edition.



Spotlight on KS1

Keyworker Provision

Our Key Stage one key worker pupils have been using our understanding of the phase 3 and phase 5 digraphs to write sentences in phonics lessons, these skills are then utilised in their literacy lessons. This process allows pupils to reinforce their understanding of key spelling concepts.

Our pupils within their phonics lessons also have the opportunity to develop their ability to blend and segment words containing the 'ue' digraph and once our pupils have attained this skill, we ask them to apply it, by reading their sentences aloud and then asking our pupils to write them in a within a context. This process has been brilliant in helping them vocalise and then visualise the structure of a sentence.



Our pupils have also taken a kinaesthetic approach to learning the life cycle of a caterpillar. They have had the opportunity to use our playground to paint each part of its life cycle. Finally, the fun did not stop there as they had so much fun playing team games and learning to practise our school learning characteristics of collaboration and independence!

Years 3 & 4 Letting their Lights Shine!

Remote Learning Examples

Well, it has been another brilliant, busy fortnight in KS2! In Year 3, we have been getting to grips with our online learning, engaging in a variety of activities from Mathematics to Rock Hunting; from English to Art. We even had our very own love rock show from Yamilet who filmed her discoveries for us all to see. In Year 5, we are really enjoying our new topic, The Kingdom of Benin and finding out about its people and their beliefs. We have also been working hard on Seesaw to continue our excellent progress in all subjects and we are continuing to develop our Reading, Writing and Maths skills. In RE, we have been thinking about how Jesus inspires us through his love and compassion for others. Please see some fantastic examples of work from Years 3 and 4 below.



Years 5 & 6 Letting their Lights Shine!

Year 6's topic this term is Current Affairs with a particular focus on Black Lives Matter. Their overall goal is to raise more awareness for the movement. So far, they have explained why the movement is important to them, participated in spoken word poetry and this week they created their own BLM artwork! The children are really engaging in this topic and their passion shines through.



The Great SMA Cook Off

This week marked the beginning of the Great SMA Cook Off! Miss Roostan shared a video with the children demonstrating how to make cheesy garlic bread and we have received lots of pictures and videos of the children making their own! We can't wait to see who our mystery chef will be next week!



Year 7 & 8 News

This term KS3 pupils have been busy looking after their minds and their fitness!

Year 7 are working on developing their understanding of different poetic techniques. Enjoy a fragment of Ngozi's (7.2) simile poem about herself.

*"My Name is Ngozi
Let me tell you about me
My Appearance, background
And even my favorite tea!
My eyes are as black as a midnight sky moon
As that's the only way I can describe my eyes!
My brain is as sharp as a driver turn on a curved route
Which is staggering as I want to go to Oxford or Cambridge university."*

Fayth and Calum (Y7) completing the 'Hand Wall Toss' teacher challenge at key worker school. The challenge set was a hand-eye coordination test to see how many times you could throw the ball off the wall and catch it in the alternate hand in 30 seconds.



Year 8 have been exploring Frankenstein in Drama and drew their own pictures from a description in the script. Here is Louise's in 8.2 interpretation.

Year 11 Key Stage 4

Celebrating hard work in Year 11 Geography

Year 11's have been finishing off a unit on Ecosystems, and recently focused on the Tropical Rainforests - particularly the use and (mis-) management of these wonderful and amazing biomes. The final lesson of this chapter was a look at Sustainable Management, and how to create an eco-friendly resort. Pupils had four main criteria to consider; minimising environmental impacts, encouraging education, ensuring visitors enjoy themselves, and creating benefits for indigenous tribes. For each of these factors pupils had to suggest an appropriate strategy and explain the short- & long-term benefits of their choices.

Kimberly in Year 11 produced an impressive piece of work! Her work follows the structure of a Decision Making Exercise perfectly, makes great use of PEE (Point, Explain, Elaborate), and has been completed under very difficult circumstances owing to the COVID-19 January lockdown. Despite this last factor Kimberly is obviously working very hard and applying herself extremely well - even though the final assessment procedure for this cohort of Year 11's is yet to be finalised.

Task

For this resort to benefit the environment, I have made it so that the profits go towards protecting the wildlife. This will help make sure less habitats are damaged in forests like these meaning the inhabitants will continue to have a place to live. Almost as if the resort is giving back to the environment. It also gives the business an ethical advantage and could attract ethically minded customers.

For it to economically benefit the locals, the resort would be built with local materials. This would mean a lot less machinery would be necessary to construct the resort, which means the resort would have a lower carbon footprint than if man made materials were used during construction. It also would allow the visitors to admire the beauty of the rainforest and what it's capable of. Resulting in them leaving feeling closer and more educated on nature and could potentially influence them to make more ethically minded decisions.

One disadvantage is that this could make the resort more vulnerable to natural disasters - which are common in the rainforest and look less attractive to some visitors.

For visitors to enjoy themselves I have chosen to use a swimming pool as a form of leisure. This is because it brings a 'holiday' element to the resort and is an alternative form of cooling down in the humid conditions of the rainforest. Unlike air conditioning it does not need electricity to work so not as much carbon emissions would be released.

A disadvantage: However during the manufacture of the pool, the machinery necessary would release carbon dioxide and thus slightly polluting the air nearby. I'd still choose this choice because this is temporary.

For the guests to learn about the environment I chose for them to go on guided nature walks. This is because it doesn't involve electricity, is a good form of exercise and a great way for visitors to experience the rainforest's beauty. This is good because no electricity being used means less carbon dioxide being released, and therefore less damage the tourists are bringing to this natural environment. So the habitats and homes to indigenous people remain fairly the same.

On the other hand, some may disagree with this choice due to the fact nature walks are a cause of foot erosion which would damage the soil and make it weaker. However this is still less damage than what using things like cars would do so.



NEED TO TALK?

Text **CONNECT**
to **85258** for
24/7 support.



shout
85258
here for you 24/7



Praise Page

AMAZON-ING

Remote Learners

In the secondary phase we have been rewarding the hard work of our pupils at the end of each week with a £10 Amazon voucher. Five pupils in Year 7-11 are selected by their Directors of Learning to win an Amazon voucher after nominations by their teachers. Here is the list of all our winners so far. We would like to congratulate them on their hard work and engagement. We hope they enjoy spending their vouchers and look forward to awarding many more.

Year 7	Year 8	Year 9	Year 10	Year 11
Alex	Abigail	Benita	Chioma	Allayah
Blessing	Ammaize	Charlie	Tyrone	Danny
Chloe	Andrew	Divine	Khadijat	Dorian
Emmanuel	Antony	George	Leihani	Eva
Joshua	Davy	Keith	Jessica	Maria
Kobe	Denzel	Makida	Quincee	Obataiye
Matthews	Elizabeth	Michaela	Antoan	Priscilla
Mya	Josephine	Naomi	Niruja	Radu
Rihanna	Layla	Nayely	Adirana	Ryan
Shumshuma	Paapa	Al-Ameen	Tesleem	Vedish

Awesome Avocado Achievement Award

On Friday 29th January, we launched our Awesome Avocado Achievement Award, rewarding the special efforts of one child in every Primary class over the course of the previous week's remote learning. Mr. Avocado was accompanied by Miss. Chick and Miss. Toprak on his travels for the day and every child was extremely pleased to see them. Winners received a certificate and a goodie bag containing pencils, sharpeners and in one case, a very well received yellow yoyo! Of course, every child also received an avocado along with their certificate. The award has already made its way onto social media and children are eagerly anticipating the potential arrival of Mr. Avocado next Friday for the second instalment of the award.



Spotlight on Hegarty



St Matthew Academy Hegarty Maths Performance Monday 25th - Sunday 31st January 2021



Top 5 Hegarty Users in SMA		
Name	Year	Number of hours on hegarty
Jaydon CHRISTIAN	7	9.2
Awele PICKERSGILL	11	5.9
Karen BARON BECERRA	11	5.8
Shaneil MITCHELL	11	5.7
Kadina CHARLTON	11	5.7

Top 5 MEMRI Classes in SMA		
Name	Year	Number of hours on Memri
7.3/Ma	7	12.6
9.4/Ma	9	12.6
11.4/Ma	11	10
7.6/Ma	7	9.6
7.1/Ma	7	7.3

Average hours per student this week:
1.4

SMA is ranked in the top 5 schools!

Top Hegarty User in Year 7 SMA	
Name	Number of hours on hegarty
Jaydon CHRISTIAN	9.2

Top Hegarty User in Year 8 SMA	
Name	Number of hours on hegarty
Daisy EHIGATOR	4.7

Top Hegarty User in Year 9 SMA	
Name	Number of hours on hegarty
Divine OBASOGIE	5.5

Top Hegarty User in Year 10 SMA	
Name	Number of hours on hegarty
Einas HOVEIZI	4.6

Top Hegarty User in Year 11 SMA	
Name	Number of hours on hegarty
Awele PICKERSGILL	5.9

SMA is at the top of the rank this week in 4th place - that's incredible!!
AIM this week: For every pupil to meet their Memri goal :)

HOUSE STEPS COMPETITION

Staying active is always important, but we should be making an even bigger effort to look after our mental and physical health now we are spending more time at home. To help you stay motivated - get involved in the HOUSE STEPS COMPETITION and see if you can get to the top of your year group leader board!

How to get involved

1. Click the invitation for your year group leader board and create a CountIt account (use your real name and add the name of your house e.g. Ms Downer (Romero);
2. Link up with a fitness tracker or step app on your phone (lots of free options available e.g. GoogleFit);
3. GET ACTIVE —this could be walking, cycling, running, indoor exercise! Check out the P.E. department Google Classrooms for some great videos!
4. Sync your phone and collect points for your House!
5. Feel great about improving your mental and physical health!



Weekly House Points

- 1st Place - 10 House points
- 2nd Place - 5 House points
- 3rd Place - 3 House point
- ...and 2x achievement points for top 10

Half Term Points

- 1st Place - 50 House points
- 2nd Place - 20 House points
- 3rd Place - 10 House points
- ...and certificates and prizes on return to

Health and Wellbeing

This week 1-7th February is Children's Mental Health Week. We have shared an assembly with our pupils in the secondary phase led by our Heads of House which focussed on the importance of our mental wellbeing and pupils in the primary phase also had an assembly on this theme on Thursday. Place2Be who have led Children's Mental Health Week since it began in 2015 shared an assembly nationally which a number of famous people took part in, including Lindsay Russell from Blue Peter and Rhys Stephenson from CBBC. A message of reflection was shared by Tutors in the Google Classroom from TenTen who create faith inspire resources for Catholic primary and secondary schools.

There are a wealth of resources available to celebrate this week, which is not over yet and there are lots of ideas that could be used at home. Please click on the image below.



CHILDRENSMENTALHEALTHWEEK.ORG.UK
#CHILDRENSMENTALHEALTHWEEK



THE EMOTIONAL CUP

Some ways that children deal with having an empty cup:

- Steal from other people's cups
- Misbehave to get your attention and show that they need a refill
- Seem to have bottomless cups, or need constant 'topping off'
- Can't sit still for refills or actively refuse them
- Bounce off the walls when they approach 'empty'
- Think they have to fight or compete for every refill

What fills a child's cup:

- Play
- Friendship
- One-on-one time
- Love and affection
- Connection
- Succeeding
- Doing what they love



What empties a child's cup:

- Stress and strain
- Rejection by peers
- Loneliness and isolation
- Yelling and punishment
- Failing
- Fatigue
- Doing what they hate



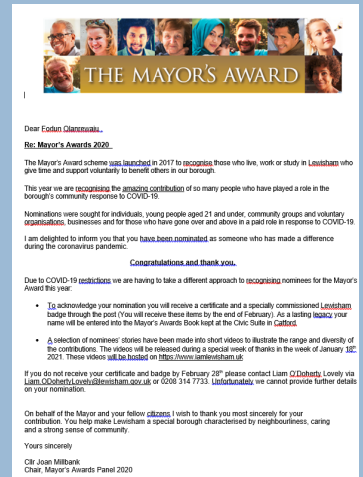
House News

Fodun who is in Leopard class and is also our House Leader for Teresa in the primary phase was recognised in the local newspaper for her fantastic charity fundraising and has also been nominated for 'The Mayor's Award.' Fodun has been raising money for the Lewisham and Greenwich NHS Trust Charity Fund to support disabled patients. Fodun's Year 6 teachers says that she is always thinking of others and how she can help the people in her local community. "Fodun is a kind, bright and fantastic young lady.



She is a pleasure to teach and she should be incredibly proud of all that she has achieved at such a young age. "

If you would like to read the full article please click [here](#).



Messages of encouragement and reflection on remote learning from our Pupil House Leaders Elizabeth- Year 11 Romero Deputy House Leader.

"I think form times are one of my favourite parts of the day. Miss Downer puts a page on the screen that has a bunch of different activities for us to do, such as working out the country's flag, or even just guessing the answer to a riddle or joke. It gets me awake enough to get to my first lesson, which I really appreciate during the lockdown.

This lockdown is definitely more organised than the last one because I'm still able to see my teachers while getting school work done, so I know there's no risk of me losing out on education."

Sebastian - Year 11 Mandela House Leader.

"Round 2 guys, I know, we're all tired of it...but we all know how it works, it's nothing new.

This lockdown has been different to the last lockdown, everyone is a lot more organised and we're not entering a foreign space. Although learning face-to-face is a lot easier, this is something that had to happen, online learning is doable!

We're 4 weeks in this time and I think the one message I want to put across is to use your extra time. Remote learning isn't easy, but with the time afforded to us I've been able to vary my activities so that not all of them surround my school studies. I've been able to focus on my art projects, something that I usually wouldn't have time to be able to do. Varying my activities and having more time has allowed me to not just enjoy school a lot more, but also to be more productive in my lessons. I have to be honest though, it is difficult to keep up the motivation when you can't see your friends in person or just go to school as normal, but it will all come to an end. Just stay on top of your work, and see how you can use your time, don't waste it."



Catholic World News

‘A Time to Act’ – Reflection

A reflection on the theme of Racial Justice Sunday 2021 - 'A Time for Action'.

Racial Justice Sunday 2021

At the beginning of his public ministry Jesus outlines his Mission in the synagogue in Nazareth:

*‘He has sent me to bring the good news to the poor,
to proclaim liberty to captives and to the blind new sight,
to set the downtrodden free,
to proclaim the Lord’s year of favour’*

His ministry was one of compassionate involvement, concern for the disadvantaged. Aware of obstacles, including those of the Law, which limited joy and fulfilment Jesus acted. He confronted, sometimes angrily, what undermined a person’s dignity.

The theme of Racial Justice Sunday 2021 is *A Time to Act*.

Racial issues and inequalities were identified nationally and internationally in 2020 generating awareness, emotion and outrage. In light of this Racial Justice Sunday 2021 is particularly significant.

Action is needed

Action is needed to further the cause of racial justice. What can we do?

In recent years Pope Francis has repeatedly used four verbs encouraging positive and direct action in relation to migrants and refugees, **‘Welcome, Protect, Promote and Integrate’**. These same words are essential to advancing the cause of racial justice. None can be omitted, it is as necessary to have plans to *Promote* and *Integrate* as it is to *Welcome*.

Mark 1:21-28

Gospel reading on Racial Justice Sunday

Jesus’ sermon in the synagogue in Capernaum triggered a reaction from a member of the congregation. (It is always unnerving to have your sermon interrupted by someone who disagrees with your words). ‘What do you want with us?’ ‘Have you come to destroy us?’

The duty of the Prophet in speaking God’s words and so bringing God’s light into lives and situations is to enlighten, to encourage, sometimes to warn. To identify what action is needed to ensure that all God’s people know they are equally valued by society and the Church.

The plea of the psalmist today is **‘...listen to his voice, harden not your hearts’**.

Racial Justice Sunday is a time to absorb fully this scriptural request.

Listening to the voice of God and the voice of the Church we learn of equal love for all:

- Voices that discriminate unjustly, attitudes that undermine on the grounds of race must be opposed.
- Voices of those who feel rejected or perpetually in second place must be listened to.
- The dignity of all must be respected and promoted.

In the Church we proclaim that everyone of whatever racial origin should be **Welcomed, Protected, Promoted and Integrated**.

We need to challenge ourselves to act now so that this may be achieved.

This is reinforced in a [message from Bishop Paul McAleenan – Lead Bishop for Racial Justice](#).

Reflection taken from the ‘The Catholic Church Bishops’ Conference of England and Wales’ website <https://www.cbcew.org.uk/home/events/racial-justice-sunday-2021/time-to-act-reflection/>

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What you need to know about...

VIDEO STREAMING APPS & SITES

What are they?

? 'Video Streaming Apps & Sites'

Video streaming apps and sites can allow people to share activities and hobbies with others in real time or watch their favourite films and TV shows online. There are different types of video streaming services. Twitch is used for watching others play video games in real time; you can watch YouTube live and watch Netflix, Amazon Prime or Apple TV with friends and family. Video streaming has gained popularity in the last few years because there is a sense of community when watching with others and people can comment on videos and ask questions in real-time.

Know the Risks

Inappropriate videos

When watching on video streaming apps, it is difficult to filter the content that is out there. For instance, when a child is watching a YouTube video, they will get recommendations for other similar videos. The risk is even higher with videos which are live, as children could be watching inappropriate content in real time.

Chatting with strangers

Video streaming apps or sites increase the risk of children communicating with strangers online. For example, most YouTube videos allow users to comment on the video. Whilst children could be watching something innocent, the comments section can be used by groomers to try and direct them towards private messaging.

Binge-watching

Children can easily fall into 'binge-watching' on video streaming apps which can impact on sleep, mood and their ability to concentrate on other things. The autoplay function can make it difficult to find time for a break and often the recommended content is similar to what children are already watching based on the algorithms used.

Screen addiction

In addition to binge-watching, most video streaming apps are available across all devices with an internet connection which can mean increased screen time. Popular apps, such as Netflix and Amazon Prime, have huge libraries of content which can mean hours of viewing time and potentially less time spent on learning, playing outside or interaction with friends and family.

Safety Tips

Check age-ratings

13+

Ensure that children are at the right age to use the app. Most video streaming apps require users to be at least 13 years old. Be clear on what apps and sites children can use. Encourage them to never participate in online discussions that are offensive and never interact with strangers or people they don't trust.

Change privacy settings

Check the privacy setting of children's app. Ensure that for whichever app they are using, the settings are set to private and disable comments if applicable. Furthermore, set screen time restrictions via the app or the device to limit children's use.

Implement parental controls

Activate parental controls your child's devices and apps. This will prevent them from accessing content they shouldn't. For instance, on Netflix, create a kids profile. This way they will only be able to view videos appropriate for their age group. Likewise, use YouTube Kids over YouTube or apply restrictions and turn off features such as autoplay.

Spend time on the app

Before allowing children to access a video streaming app, spend some time browsing through its content. Familiarise yourself with how it works, what content is available and what your child wants to watch. Check-in regularly and ask what they enjoy watching and how it makes them feel.

Action & Support

Report inappropriate content

If a child comes across inappropriate content or something that makes them feel uncomfortable on an app such as YouTube, you can report the content and the person who has uploaded the content to the platform. If a stranger is looking to engage with your child, block them and report them.

Have an open and honest conversation

Adults can review the TV shows and films that have been watched many video streaming apps. If a child seems upset or shocked by something they have seen or if you are concerned about anything they've viewed, try to talk to them about it and have an open and honest conversation to help understand any concerns.

Encourage other activities

If you think a child is spending too much time on a video streaming app, try to foster their interest in other activities or hobbies away from their device. Encourage them to get outdoors, play with friends, play board games or just simply spend more time together with you.

Our Expert Parven Kaur



Parven Kaur is social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks; a web resource that helps parents and children thrive in a digital world.

Safeguarding our pupils at St Matthew Academy

At St Matthew Academy our Designated Safeguarding Lead (DSL) is Mr Young supported by Mrs Wickliffe (secondary) and Ms Chick (primary), and our Child Protection Officer is Mrs Laker.

Worried about a child?

You can phone or write to MASH about your concerns. Phone immediately if you believe it is urgent.

- Lewisham MASH (Multi-Agency Safeguarding Hub) **020 8314 6660**
- Or call **999** or **101** if you believe a child is in immediate danger
- Childline **0800 11 11** www.childline.org.uk
- NSPCC **0808 800 5000** www.nspcc.org.uk

Term Dates

Autumn Term

Thursday 3 September 2020 to Friday 23 October 2020

Half Term: Monday 26 October 2020 to Friday 30 October 2020

Monday 2 November 2020 to Friday 18 December 2020

Spring Term

Monday 4 January 2021 to Friday 12 February 2021

Half Term: Monday 15 February 2021 to Friday 19 February 2021

Monday 22 February 2021 to Thursday 1 April 2021

Summer Term

Monday 19 April 2021 to Friday 28 May 2021

Half Term: Monday 31 May 2021 to Friday 4 June 2021

Monday 7 June 2021 to Wednesday 21 July 2021

Inset Days – Pupils do not attend school on these days.

Thursday 3 September 2020 , Friday 27 November 2020, Monday 4 January 2021

If you have any comments, queries or concerns please do not hesitate to contact us.

Tel: 020 8853 6250

Email: info@stmatthewacademy.co.uk