



HILLSIDE
HIGH SCHOOL
WADE DEACON TRUST

Dear Parents/Guardians,

I hope you enjoy reading this week's newsletter. It includes an article about an event our Year 11 organised for staff on the day we broke up for Easter. I have to say this was a really lovely event, which was made even more special because the pupils organised it all themselves. Not only did they organise the whole thing, the event itself was their idea. It was their way of giving something back as a thank you for their 5 years at Hillside. What a wonderful reflection of our pupils.

Amanda Ryan, Principal

1st May—May Day Bank Holiday school **Closed** to all pupils

2nd May—**NEU Strike**—School only open to Year 11 and a small number of invited pupils only.

8th May—King's Coronation School **Closed** to all pupils

12th May— Year 9 MENACWY Immunisations

Thought for the Week



Friday 28th April 2023

Hillside Appreciation Event

On the last day of term, a group of Year 11 pupils organised an event to say thank you to all the staff at Hillside for their help & support during their time at school. Along with a helping hand from Wendy, Sara & Michelle from the Inclusive Hub, they planned everything from start to finish. The girls created a lovely PowerPoint, decorated the LRC, produced invitations, sorted out refreshments, entertainment & gifts.

As part of the event, some staff members were lucky enough to be awarded a certificate!

- Best department - Maths
- Kindest smile - Mr Smith
- Best hair - Mrs Keating
- Most organised teacher - Mrs Wardale
- Scariest teacher - Miss Collins
- Funniest teacher - Miss Yusuf
- Biggest Bootle Head – Mr Pattison
- Super cleaner - Pam
- Best dressed teacher - Miss Wright
- Best duo - Mr Smedley & Mr Gallagher
- Loudest teacher - Mr Wardale
- Teacher who talks for Ireland - Miss Rooney
- Go to teacher - Miss Wong
- Biggest nerd - Mr J Richardson
- Best dad jokes - Mr Timmons
- Kindest non teacher - Mr Mockl

On behalf of every single member of staff at Hillside, a massive thank you to Abigail B, Lexie M, Holly F-S, Millie J, Lillie M, Jess M & Olivia R for all your hard work that went into arranging this - we all had a fab time!

Miss Yusuf



I do, We do, You do

As a parent, you may be familiar with the frustration of helping your child with homework only to find that they struggle to apply what they've learned independently. While it's natural for children to need guidance as they learn, it's important for them to develop the ability to apply knowledge and skills on their own. One effective way to help your child develop this ability is by using the "I do, We do, You do" strategy.

The "I do, We do, You do" strategy is a teaching method that involves three stages: demonstration, collaboration, and independent practice. In the first stage, the teacher models how to complete a task or solve a problem. This is the "I do" stage. Next, the pupil works together with the teacher complete the task or solve the problem. This is the "We do" stage. Finally, the student works independently to complete the task or solve the problem. This is the "You do" stage.

Introducing the "I do, We do, You do" strategy into lessons has been shown to improve the quality of learning in a number of ways. First, it helps to ensure that pupils understand the task or problem before attempting to solve it independently. This can reduce frustration and help pupils feel more confident in their ability to complete the task. Second, by working together with the teacher, pupils have the opportunity to ask questions and receive feedback on their work. This can help them to identify areas where they need additional support or clarification. Finally, by working independently, pupils are able to practice applying what they've learned on their own, which is a key component of developing mastery. During the 'You do' phase pupils are expected to work independently and therefore must be in silence to allow for high levels of concentration.

We have broadened our use of this strategy to further develop the quality of learning at Hillside. Pupils will see an increase in the use of the "I do, We do, You do" strategy and a larger proportion of the lessons will be independent. All pupils have been taught about the strategy this week by Mrs Wardale, they have watched videos to see what is expected of them during each phase and have begun to see this in lessons this week. You can help by talking with your child to learn more about how this strategy is being used in the classroom and how you can support your child's learning at home.

Mrs Wardale

Pupil Slide



I do: your teacher will model the application of the knowledge, explaining their thinking and why they are taking each step.



We do: you will now try an example together with your teacher. You will get some support, this might look like the use of mini whiteboards to draft or check or guidance under the visualizer.



You do: you will now complete the task set independently. This must be completed in silence. Your teacher will circulate providing immediate feedback.



Breakfast Club

Come along to our fantastic breakfast club which is free of charge to all pupils.
Mrs McGing will be in the Dining Room everyday between 8:00am-8:30am



GCSE Pods

Top Podders are the pupils who have streamed the most pods.
Questions Answered are the pupils who attempted the most questions.
Diamond League - are the pupils who have answered with the most accurate knowledge, the more correct responses, the more diamonds.

GCSE Pod For KS4

TOP PODDERS

- Peter C, Year 11 - 32
- Michelle M, Year 11 - 25
- HaiYing X, Year 8 - 24

'Excellence in the Heart of the C

GCSE Pod For KS4

DIAMOND LEAGUE

- Dalton N, Year 11 - 77
- Lily R, Year 10 - 71
- Lilly S, Year 10 - 28

'Excellence in the Heart of the C

GCSE Pod For KS4

QUESTIONS ANSWERED ?

- Lily R, Year 10 - 52
- Dalton N, Year 11 - 44
- Liam B, Year 11 - 24

'Excellence in the Heart of the C

Learning SHOWCASE

Live AND Learn

Knowledge is power

What problems did Elizabeth Face when she became queen of England?

Economic problems	Religious problems	Military problems	Succession
England had massive debts due to her sister's wars with France. ✓ The trading of woolen cloth was collapsing so the gov. got lots of money from taxes. ✓	Catholics might revolt. Elizabeth changed the church's local more Protestant. ✓ Protestants believed that the monarch should be in charge of the church. ✓ Lots of Parliament wanted plan churches and simple services. ✓ Philip of Spain was a Catholic who wanted to marry her. if she married him she would have to be Catholic. ✓	Dian't have enough money to pay for a full time army. ✓ Part of the problem Elizabeth marry an	Mary 6 Scots n saying to sue but she was

How did Elizabeth control her power?

Control - She had a council of advisors who helped her make decisions. ✓
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When of Elizabeth's problems was the most challenging? And why?

I think it was the political problems because she had to find a way to control them so that they would control the lands for her.


History
Examples of a pupil responding to live feedback and accelerating their understanding in a purple pen response

Physical activity for children and young people (5 – 18 Years)

 BUILDS CONFIDENCE & SOCIAL SKILLS	 MAINTAINS HEALTHY WEIGHT
 DEVELOPS CO-ORDINATION	 STRENGTHENS MUSCLES & BONES
 IMPROVES CONCENTRATION & LEARNING	 MAKES YOU FEEL GOOD
 IMPROVES HEALTH & FITNESS	 IMPROVES SLEEP














Be physically active

Spread activity throughout the day



Aim for an average of at least 60 minutes per day across week

All activities should make you breathe faster & feel warmer

 PLAY	 RUN/WALK	 BIKE	 ACTIVE TRAVEL
 SWIM	 SKATE	Activities to develop movement skills, and muscle and bone strength ACROSS WEEK	
 SPORT	 PE	 SKIP	 CLIMB
 WORKOUT	 DANCE	Get strong	 INACTIVITY
Move more			

Find ways to help all children and young people accumulate an average of at least 60 minutes physical activity per day across the week

UK Chief Medical Officers' Physical Activity Guidelines, 2019

