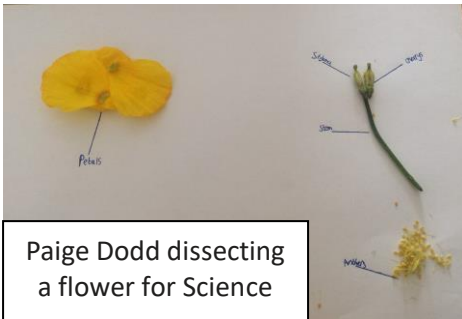




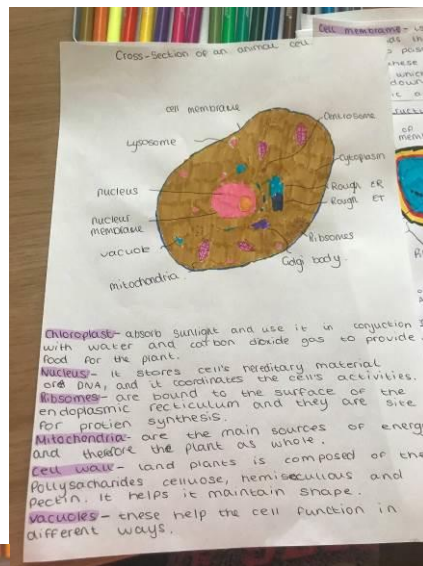
Home Learning in Pictures

As ever, our students have been busy this week. We have been so impressed with the resilience and dedication shown by so many of our students. Here are some highlights.



Paige Dodd dissecting a flower for Science

Georgia Caudwell's notes for her T2 Science Assessment



ASSIGNMENT:

- I chose a pullover and a shirt so that Willie wouldn't be cold. This is because the pullover is made of wool and it keeps things warm. It would also be short for him as they do not have a lot of money. Pullovers and shirt wouldn't come in colours as they didn't have the right machinery, so the colours are dull.
- I chose trousers because they are very common in 1939. they are very tight and short as he has grown out of them but does not have any more. They are grey as he doesn't want to stand out, also they are the only colour that comes in the pair.
- The shoes are black and leather. I have chosen leather shoes because I think that his mother will want to get him shoes that will fit and will last because he has a long journey ahead of him.

Abigail Ogden, Drama work



Last Thursday at 8pm the local community of Carrbrook Village received a fantastic lift in spirits as our amazing Tilly McGlashan (Y9) sang for them.

Tilly has often performed for us in school during various musical events – so this was a real treat for her family and the community.

Well done Tilly I am sure it was very much appreciated.

Students of key workers who were at school on Tuesday, joined staff in observing the minutes silence to honour brave frontline staff who have died during the coronavirus pandemic. We are all so grateful for the work that our NHS staff continue to do to keep us safe during this difficult time.









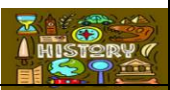



Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.







Message from Mr Marshall

Staying healthy during lockdown





I hope everyone is remaining safe and well and coping with the ongoing lockdown. It's incredibly hard for everyone at the moment, especially being separated from friends and wider family, and I know that this will cause stress and anxiety for many families and young people. Please remember that the school remains committed to supporting our students and community through this situation. Please do not hesitate to contact us should you need support, advice or just to speak. There are also some excellent resources [here](#) that may be helpful.

During such times, it is important that we provide structure for our children and I hope that the daily routine we are providing is helping in this regard. Do not forget, the students should be logging onto their accounts every morning and, as far as possible, completing the work set for that day. That way, they will maintain a sense of purpose and pride in their achievements, as well as staying on top of the work and not feeling 'bogged down' by leaving everything until submission deadlines. Furthermore, they will not fall behind their classmates and will feel much more confident when we return to school. The daily timetable remains in place and parents can see clearly what subjects set work on which days below.

Years 7, 8 and 9	Subject Work is Set	Submission Day and Time to Complete
Monday 	Science – 1 per week Technology – 1 per fortnight	Friday: 1 week Friday: 2 weeks 
Tuesday 	Spanish – 1 per week PE – physical activities each week	Monday: 1 week 
Wednesday 	English – 1 per week RS and Life Skills – 1 per fortnight	Tuesday: 1 week Tuesday: 2 weeks 
Thursday 	History – 1 per week Performing Arts – 1 per fortnight	Wednesday: 1 week Wednesday: 2 weeks 
Friday 	Maths – 1 per week Geography – 1 per week	Thursday: 1 week Thursday: 1 week 

Year 10	Subject Work is Set	Submission Day and Time to Complete
Monday 	Science - 2 tasks per week Technology - 2 tasks per week	Friday: 1 week 
Tuesday 	Spanish – 2 tasks per week PE and Sport – 2 tasks per week	Monday: 1 week 
Wednesday 	English – 2 tasks per week RS and Life Skills – 2 tasks per week	Tuesday: 1 week 

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

Thursday 	History – 2 tasks per week Performing Arts – 2 tasks per week	Wednesday: 1 week	
Friday 	Maths – 2 tasks per week Geography – 2 tasks per week	Thursday: 1 week	

Year 11 Grades

Congratulations to our year 11 PRIDE award winners who received their awards at our virtual presentation on Monday and for the lovely messages of thanks we have received. We are immensely proud of all our year 11 students, and teachers have now begun the complex task of calculating their grades in line with the instructions and guidance from Ofqual. There is an explanation of the process for students [here](#). This is a work-intensive operation that requires looking at students' classwork; a range of PPE outcomes; class tests; previous predictions and current grades; as well as marking and standardising non-examined work (coursework) to arrive at our most accurate judgement of each student's most likely outcome had the exams gone ahead. To allow teachers to complete this work carefully and for leaders to thoroughly check and verify their work I have asked them to prioritise this task during the next two weeks, 4th-15th May. During this time, you may notice a difference to the work set each day for the other students. For instance, children in KS3 may receive worksheets or other published resources to complete rather than bespoke work written by the teacher. Feedback may not be quite as detailed, and some may rely on self-assessment. However, I am sure you will agree that we must do all we can to prioritise the important work for the year 11 students. Please may I thank everyone for their support.

Staying in touch

I hope you enjoy this edition of our weekly newsflash, which once again is full of helpful information and great news about the students. Please refer also to my daily update on the website where we will continue to share tips on learning at home as well as relevant news and information as we receive it from the Local Authority or the Department of Education. Please also encourage your child to look at the excellent Daily Student update, which is provided by Mr Wilson every day.

Virtual learning

After some great comments from year 10 students and their families who changed over 2 weeks ago, I am pleased to announce that we are moving from Insight over to the Microsoft Teams platform to set work for years 7-9 from Monday, 4th May. Full details are provided later in this newsflash explaining how to access and submit work. Please let us know if you have any issues.

I hope you all have a safe and happy weekend.

Mr Marshall

Important Notice for Years 7, 8 and 9: Setting of Work

As we try to refine the way we are setting work, and the quality of learning that we can provide, we will make adjustments and changes that will benefit our students. **From Monday 4th May, all students in years 7, 8 and 9 will have their work set and submitted on the Teams platform.** This means they will need to download the Teams App in order to access their work. This means that every student will now be using the Teams platform to access their work. Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



When we returned from the Easter holidays, we moved the setting and submission of work for year 10 students to the Teams platform. It has proven to be successful for the majority of students and staff, and has increased student communication in many subjects. We believe the Teams platform is easier for students to access their work, allowing staff to set work in different ways. It also allows more scope for staff and students to discuss the work together as part of a group chat. Students will be able to chat directly to the teacher if they are having problems. You will find guidance on how to access the Teams user guide at the end of the Newsflash.

Please may I remind all parents and students that **work should be submitted no later than 12 noon on the date due**. Parents will receive an email at the end of each week showing the work which has not been submitted for the previous week, in addition to details of the work set for the following week. It is essential that students keep up with the daily schedule of work, so that they do not get overloaded on any one day. Students must not allow themselves to get behind on their work at home. If a student does not meet the deadline, classroom teachers will send a message to the parent and the student via ***Insight***, making clear which subject and year group to which this relates. Follow up calls will be completed the next day where necessary.

Year 8 Gateway and Year 9 Options

Year 8 Gateway

Our Year 8 students will be selecting the subjects that they wish to continue to study in year 9 and beyond over the next week. Whilst they will not start their GCSE or BTEC content in year 9, they will be building their skills and developing their knowledge in more depth of those subjects. They will be selecting two choices of gateway subjects from a range of subjects in the creative, physical and technological disciplines. The full range of subjects will be issued to students and parents via Insight, where they will be able to register their selections. You will receive contact during next week.

We realise that these are important choices for the students to make, and in the given circumstances we will provide as much information as possible. Full information will be available next week on the website, including information and specific detail of all the courses on offer. There will also be a specific Year 8 Gateway Forum where students and parents can ask any questions that they may have. If you have any queries, please contact Ms Riddy, Deputy Headteacher.

Year 9 Options

Year 9 students will be making their final GCSE and BTEC option choices next week. They will continue the subjects that they chose at the end of year 8, but will now be selecting their option choices from the languages and humanities subjects. In order to provide the very best opportunities for our students in their education after school, the majority of our students will be studying the full academic suite of qualifications; this means they will continue to study a language and either geography or history. Some students will be given different options to accommodate their needs and allow them to achieve well according to their ability. Full details, guidance and information will be issued to students and parents via Insight next week. There will be information available on specific subjects on the school website, as well as a specific Year 9 Options Forum for parents and students to be able to ask any questions that they may have. If you have any queries, please contact Ms Riddy, Deputy Headteacher.

Year 11: Continuing with Their Studies

We hope that Year 11 students are looking ahead to the next phase of their learning, but we still see you as our students. We are currently setting work for year 11 in order to allow them to continue with their current studies, in preparation for their next educational phase. Extended work is now available, which extends their learning more

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



closely towards A' level work, from next week on the website and via Insight. If students have chosen to study subjects at A' level, this work will allow them to explore and research independently, in preparation for their college studies. Students may choose to do this work, dependent on the choices they have made for college. Please stay Your teachers would be delighted to hear from you, and to know how your studies are going, as well as support you with your continued learning. If you have any queries, please do not hesitate to contact Ms Riddy.

Year 11	Subject Work is Set	<p>Students to select which subjects to continue with: according to their next phase of learning.</p> <p>There is also a dedicated area for year 11 on the website, which has specific subject- based work leading to A level study.</p>
Monday	Science - 2 tasks per week Technology - 2 tasks per week	
Tuesday	Spanish – 2 tasks per week PE and Sport – 2 tasks per week	
Wednesday	English – 2 tasks per week RS – 2 tasks per week	
Thursday	History – 2 tasks per week Performing Arts – 2 tasks per week	
Friday	Maths – 2 tasks per week Geography – 2 tasks per week	

Home Learning - Technology, Art and Computer Science

Our students have been very busy baking and cooking this week. Well done to all of you.

Brandon Mayor (Y10) Apple Crumble



Bayley Wassell (Y9) Banana Bread

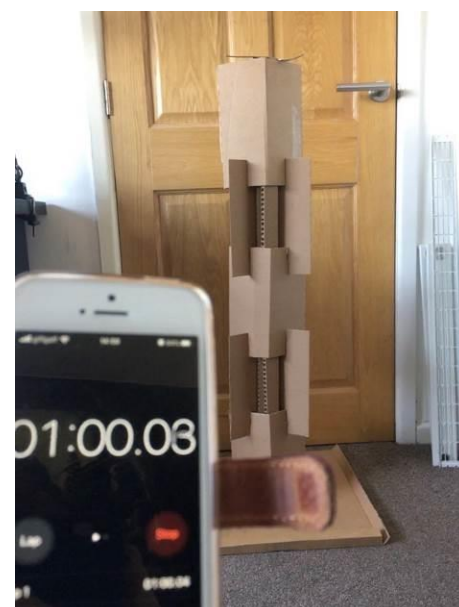


Taylor Williams (Y7)

Tower Challenge

Last week Year 10 Design and Technology were set a challenge to build the highest tower they could, by joining pieces of cardboard packaging. It had to have a base of less than 30CM² and be able to support a fork for more than 1 minute. The towers also needed to be constructed without any adhesives.

Congratulations to the two winners, Sam Bond and Jacob Timperley their towers which can be seen here.



Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

Up-cycling challenge

Congratulations to all the Year 7 Design and Technology students, who sent in their brilliant entries for last week's up-cycle challenge. To help to reduce waste, they were asked to make any product they wanted by upcycling waste plastic bottles. They needed to plan their work first to show how they would make the product and then build their creation. I am so pleased with the variety of products made and must thank everyone for their photos, videos and PowerPoints. Below, is a selection of their work.



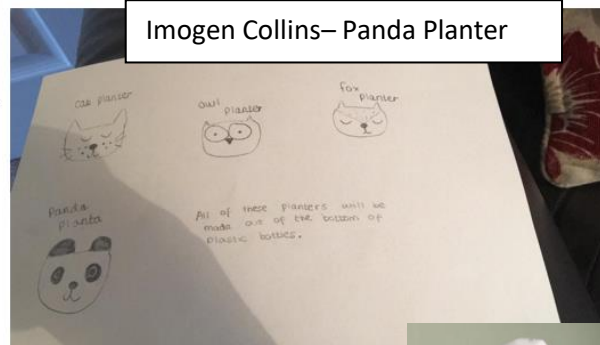
Plastic Bottle Panda Planter

Imogen Collins 7E

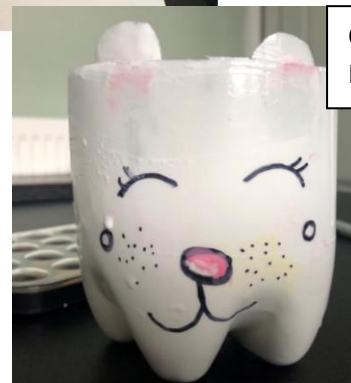


Ryan Duncuft – Aquarium

Imogen Collins– Panda Planter



I used a plastic bottle and cut it in half. I then shaped the ears and painted the whole thing white. After that, I made holes in the bottle so the water could come through. Once it had dried, I drew on where the mouth, eyes and nose were to go with a pencil. I then used a marker and coloured the features in. Finally, I added soil and a plant.



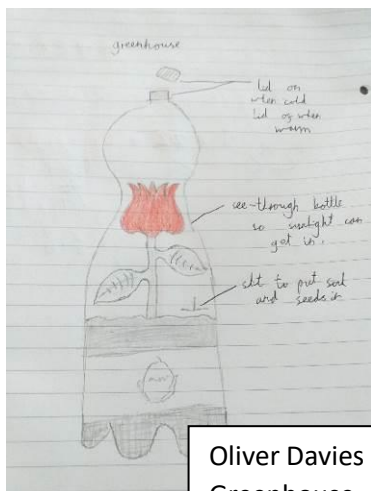
Courtney Hampson – Pen pot



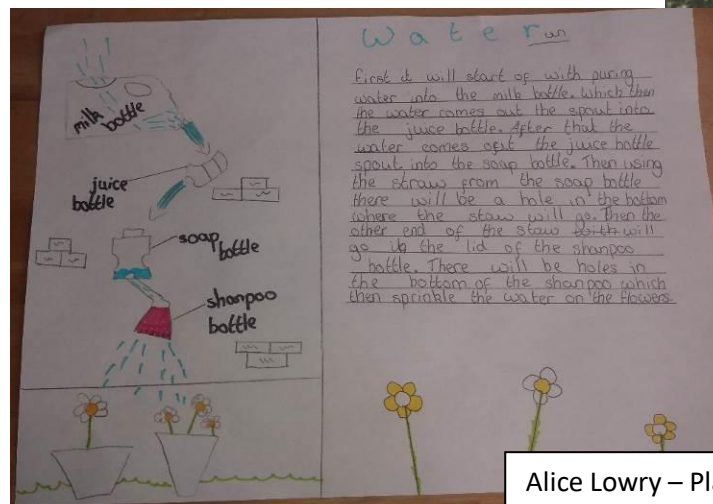
Charlie Davies – Skittles



Ben Cawley – Phone holder

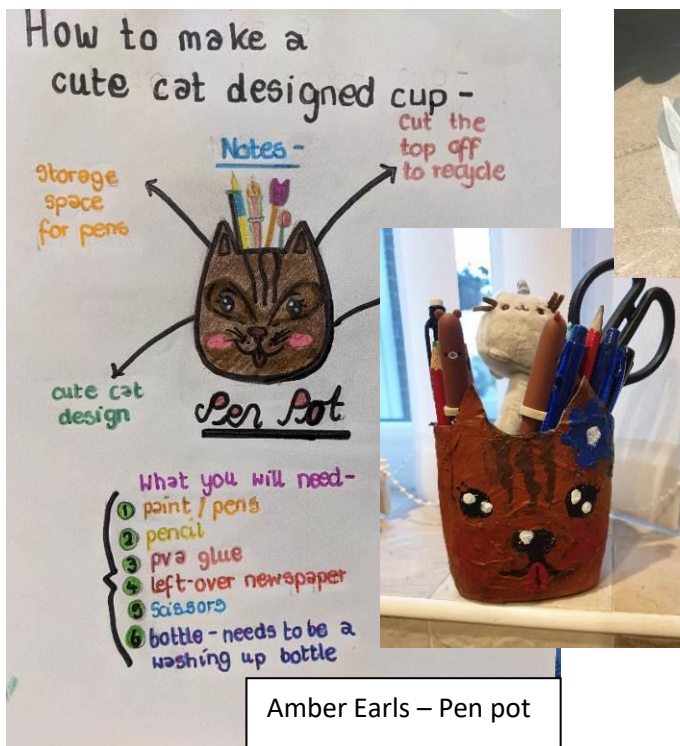


Oliver Davies – Greenhouse



Alice Lowry – Plant watering cascade

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Amber Earls – Pen pot



Ruby-Rae Cartlidge – Animal pots



Kian Fadries – Ball run game



Mae Traynor – Ball game

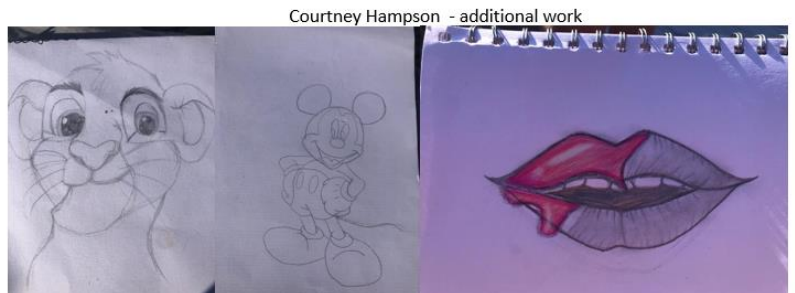
Inspired by other students featured in the Newsflash, Courtney Hampson (Year 7) has made her own bespoke wishing well planter. All the pieces were individually marked out and cut before assembling. Well-done Courtney.



Ellis Detheridge (Y8) has built a bird box for the local care home.

Art just for FUN!

Many pupils are now just doing artwork for fun outside of the curriculum – it is great to see! Keep the work coming!



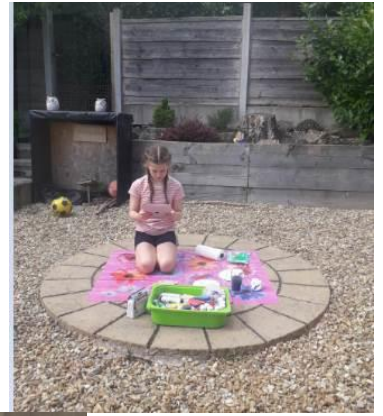
Courtney Hampson - additional work

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Holly Dewsnap - Being creative in her garden - Using famous artwork and painting on toilet rolls or cutting them up to create a scene. Give it a go – bring out the artist in you!

Jack Hartley recreates the very famous Banksy art work - **Banksy** is known for being anti-war and a pacifist, so the idea of a **man** throwing a bouquet of **flowers** instead of a bomb could symbolize peace instead of war.



Chloe Catherall -Recreating Picasso's work



Year 8: Look at Clyde Semler – recreating and reflecting sections of his work with great success.

my Attempt of Semler's work

The colours are mostly:

- dark blue
- light blue
- green
- purple
- pink
- and some grey mixed around the bottles

ZOOMED IN

Wow - I knew where each colour should have been. EBI - I could have shaded it in more if I had crayons.

Clyde Semler

Try to paint/colour the different squares with the colours you see in the image.

I think that the colours on my drawing could be blended better, but it does look like a 3D bottle.

My attempt as a part of his work:

The evaluation of my attempt: I think that I have got the colours quite accurately matched, however that I need to work on blending the colours.

Whether I like it and why I use his work. This is because I was his teacher of colours in his different art also, I use how the look realistic and 3D.

Below is a recreation of the entire image.

Home Learning

In Year 8, Ms O'Donnell's English class have worked hard to produce persuasive leaflets on a range of topics including: how to stay safe whilst in lock-down, animal welfare and keeping fit. Chloe Catherall, in particular, was persuasive in its message, easy to read and attractive to the eye. Well done Chloe!

Opposite is an extract from Chloe's persuasive writing.

Year 9 Book Club

Well done to Cassidy Clarke and Katie Briers who attended the first of our book club meetings last Thursday. Their contributions were mature and it was lovely to see them interacting with the text so thoughtfully. We're reading through and discussing *Heroes* by Robert Cormier. If any other students would like to join, please email me at l.willis@mossleyhollins.com

'Animal testing should stop because you are just testing the things that we use on innocent, loving, caring animals and it needs to STOP now! Do you know that only 8% of the test actually work so approximately 92% of the tests don't work? Because of this, animals are left in serious pain and are seriously injured and many even die.

Ways you can help:

- *Donate to Cruelty Free International.*
- *Buy Cruelty Free products.*
- *Write to your MP.*
- *Sign petitions to stop the suffering.*

The testing is currently being tested on rabbits, dogs, cats and horses. To most of us these are our pets and how would you feel about someone testing things on your pet. Please help the poor animals. They need you!'

Last week Year 7 demonstrated their creative skills in their narrative writing. The English faculty were impressed with the range of genres chosen and the high standard of work submitted. One of our favourites, which had the usually stern Miss Osborne laughing out loud, was this creation by James Gibbon. Enjoy the opening paragraph.

It was a beautiful spring day, and a goose, named Stanley, was flying with his gaggle. He dropped low into a small tranquil pond just off the side of Sandalwagon. Stanley glanced around at the reeds swaying in the gentle breeze and listened to the sound of the big, loud frogs croaking to the melody of the spring wind. He submerged his head under the murky depths of the pond searching for food, he found armies of tadpoles swimming through the natural obstacles in the leaf-green water and scooped up an unfortunate group into his greedy beak. As he rose up above the water, he saw a bolt of purple energy flashing through the sky, flying speedily at him. Before he could even get his wings out, he was blinded by the amethyst light. Suddenly he felt dizzy, the croaking melody of the frogs turned into a sinister sound and his eyes started to droop. He felt light-headed and lay on the edge of the pond, unconscious.

Well done to Grace English (Year 9) for her effort with extra Spanish work that she has completed at home.

Mi vida durante el confinamiento

Grammar: Spanish-Modal verbs:

In Spanish, there are three main modal verbs- Querer, Poder and Deber. They are usually followed by an infinitive.

Querer=To want

Poder=To be able to/can

Deber=To have to/must

I want to go out with my friends but I can't because I have to stay at home.

Quiero salir con mis amigos pero no puedo porque debo quedarme en casa.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

BBC Young Reporters

Do you want to share your experiences of living in these unprecedented times or pose a question about the coronavirus on a national platform?

BBC
YOUNG REPORTER

If so, the BBC have created [a special online uploader](#) to enable 11-18 year olds to contact the BBC – via [BBC Young Reporter](#) - securely by text, video or using audio. Maximum 500 words.

Here is an extract from a piece written and uploaded by Year 7 student Holly Dewsnap:

Having to work from home and coming out of my usual routine initially felt daunting but it was workable. I was doing very well at school, so I was worried that my learning would be affected. I shouldn't have worried - my school has worked hard to help avoid this and they made sure that everyone is still learning. There are five in my house, plus a dog, so it was quite difficult to get into a routine at first, surprisingly now we are enjoying parts of it. Every day we go on a walk together and I have been getting involved with Joe Wicks and Tyson Fury workouts!

If you want support with your writing or want to share anything that you have uploaded please contact Ms.O'Donnell by email at m.odonnell@mossleyhollins.com . Get involved!

National Theatre at Home - Frankenstein

This week's National Theatre at Home premiere is Danny Boyle's Frankenstein starring Benedict Cumberbatch and Johnny Lee Miller. This is the performance that Year 9 and 10 students are studying in Drama for their Live Theatre Evaluation work.

The show is available through YouTube as National Theatre Premiere from 7pm on Thursday 30th April for one week.

It truly is an amazing show with stunning visuals and incredible performances from the two leads. The show has a 12+ age recommendation. Don't forget the Virtual Theatre Trip group on Teams for chat before and after the show. Bring your own ice-cream!



Ms Ryan
Head of Drama

Science at Home – Project 3



Are you up for the challenge? OOBLECK SLIME

Gloop is just cornflour and water. It's very easy to make and creates a lovely gooey slime which feels solid when you scrunch it up and liquid if you let it flow through your fingers.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



You Will Need...

- Cornflour
- Water
- Food colouring – optional
- Ice cube trays – optional
- Mixing bowl
- Colander, funnel and beakers – optional, but great for messy fun!

The science bit! Did you notice that if you make a ball with oobleck or gloop it feels solid, but if you drop the oobleck on the floor it turns liquid again? The slime is a non – Newtonian fluid as it doesn't flow like liquids normally do.

Method

1. Fill a cup with cornflour and add to the bowl
2. Add water very slowly mixing with your hands, until you get a sticky, slimy gloop.
3. If you want to make it coloured add some food colouring. (be careful this can stain skin and clothes)
4. Play with the slime and see how it behaves. Can you make it into a ball? and what happens if you throw it onto the floor?
5. If you're feeling brave, make a big tray of slime and run across it, you won't sink until you stop!

Don't forget to take a photograph of your slime and email it to Miss Walton (s.walton@mossleyhollins.com) to appear in next week's newsflash!

Home Learning – Humanities Faculty

History programmes and podcasts

The following links are great for all students:

- *Home-school history*: <https://www.bbc.co.uk/programmes/m000hmmf> - podcast Radio 4 on Monday mornings at 9:45 and also on BBC sounds. Next episode is on Mary, Queen of Scots.
- *Six wives with Lucy Worsley*: <https://www.bbc.co.uk/iplayer/episodes/b0854cjm/six-wives-with-lucy-worsley> (on iPlayer) Three programmes about the wives of Henry VIII

The following links will be very supportive for our Year 10 students studying GCSE History:

- *The Making of Modern Medicine (about the history of medicine)*: <https://www.bbc.co.uk/programmes/b00k9b7r> - available from BBC sounds
- *Royal History's biggest fibs: The Spanish Armada*: <https://www.bbc.co.uk/iplayer/episode/m000frf0/royal-historys-biggest-fibs-with-lucy-worsley-series-1-2-the-spanish-armada> (on iPlayer)

This week on the Geoggle-Box

Thank you for those of you getting in touch to say you have watched one of our suggestions to further your geographical knowledge and understanding! ** For further information on each of these productions please do take time to review any age ratings, warnings or detail of content in greater detail.*

If you have any questions, or recommendations, please don't hesitate to contact Miss Hodgkins.

r.hodgkins@mossleyhollins.com

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Year 7: The weather business: Inside the Met Office [YouTube](#)

From what we eat to how we travel; the cost of our clothes, energy bills and council tax, even the medicines chemists stock and the sporting events we attend, our climate impacts them all. With unique and unprecedented access to the UK Met Offices Exeter Headquarters at its busiest time of the year, The Weather Business follows the work of its staff.

Year 8: Smart Cities - Building for the city of tomorrow [YouTube](#)

More people than ever are living in cities, while only 10 percent of the world's population did so at the start of the 20th century. The number has grown to 50 percent today. By the end of this century, humans will be a predominantly urban species.

Year 9: Climate Change: The Facts - [BBC iPlayer](#)

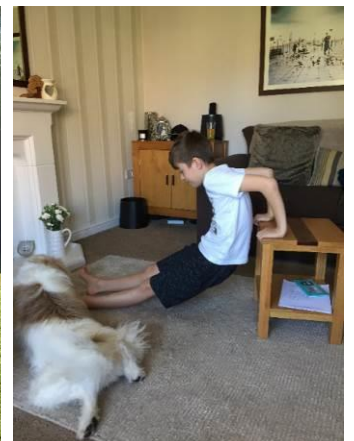
After one of the hottest years on record, Sir David Attenborough looks at the science of climate change and potential solutions to this global threat.

Keep an eye out for what is on the Geoggle-box next week!

Home Learning – Outstanding Performance in PE

PE 150 rep challenge

This week we set the Year 7 and 8 pupils the task of completing the 150-rep challenge. We asked pupils to set themselves a challenge of how many exercises to do and then upload the pictures of them completing the exercises. The PE department would like to thank all pupils for uploading their pictures of them completing the exercise at home and in the garden. The level of work completed this week was outstanding, so well done to all Year 7 and 8 pupils for uploading their photos. Here are some examples of outstanding work from Jamie Uttley, George Cassidy, Ben Warburton, Harriet Zahra and Imogen Collins.



Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

PE department – Request for photos

The PE department would love for pupils to send in pictures of them taking part in exercise at home, whether it be in the living room or in the garden. We would love to see pupils taking part in sports, sports challenges or fitness activities over the last weeks.

Please can pupils send their pictures to Mr Miller, Mrs Dodd or Mr Doodson.

Stay safe, stay home and keep active.

Kai Roberts (Year 8)



Family challenge - Plank Challenge.



This week's challenge is a plank challenge to improve your core muscles which are called your **abdominals** and **external obliques**.

There are six exercises to complete and each exercise has to be completed for either 30 seconds or one minute.

Complete the workout every day and try to do it once in the morning and once in the evening to do the plank for ten minutes each day.

Outstanding work in PE lessons this week – Nominations from PE staff

Mr Doodson - Layton Charlton and George Cassidy – Year 7

Layton and George both completed the 150-rep challenge to achieve the super gold target by completing all six exercises. George completed the exercises in his home and Layton completed exercises in the garden. This is a fantastic effort from both boys to complete 900 reps. Outstanding effort.



Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Mr Miller – Finn Jones – Year 7

Finn made an outstanding contribution to his fitness levels this week, taking on the challenges every day. He pushed his levels of fitness to the maximum by attempting the different exercises. He even managed to get out in the sun and enjoy the weather to complete the exercises in the garden.

Mrs Dodd – Maya Wainright – Year 7

This week, Maya Wainwright completed the 150 rep challenge and uploaded her pictures which showed her enjoying every minute of the work out as she was smiling in every picture. She also completed the exercises with her younger brother, which shows how exercise is for all of the family.



Miss Jackson - Harriet Newton- Year 8

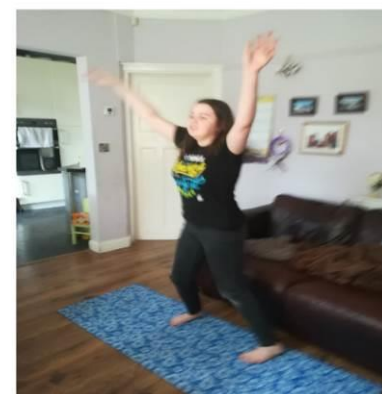
Harriet went above and beyond with her workouts this week. Not only did Harriet upload excellent pictures of her workout this week, she has also uploaded additional evidence of her completing hill running, stair running and weight training alongside this. She is clearly putting in a lot of time and effort into her training and fitness.

Mr Beaumont – Phillip Dunne- Year 8

This week Phillip Dunne has worked exceptionally hard to keep his fitness levels at a high level. He completed the gold challenge when doing the 150 rep exercises and also completed a 5k run.

Mr Wilson – Lucy Nolan – Year 7

Lucy Nolan in Year 7 completed all the exercises in the 150-rep challenge in her living room this week. She uploaded action shot pictures of her completing each of the different exercises in the 150-rep challenge.



Lucy Price Butterworth – Year 7

Special mention to Lucy Price-Butterworth who went to great efforts to show off her ICT skills and produce a poster of her completing the exercises in the 150-rep challenge. An outstanding piece of work. Well done Lucy.




Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



MHHS Rock Stars Battle of the Bands

Year 7 Rock Stars – Battle of the Bands

We are so impressed with the results of our first Rock Stars Battle which has just come to an end, and we

Battles		Home	Away
<input type="checkbox"/>	7O	7,525	7,697  7M
<input type="checkbox"/>	 7E	4,247	81 7S1
<input type="checkbox"/>	 7Y	11,615	11,212 7S2

are pleased to announce our winners...

Congratulations go to 7M, 7E and 7Y. It was a really close battle between 7M and 7Y.

The next battle is going live RIGHT NOW. Get battling.

The MVPs for this week are:

7M: Erin Preger

7O: Lucy Walters

7S1: Abigail Ogden

7S2: Maisie Riley

7E: Amber Earls

7Y: Leah Patel

I will be sending Certificates out shortly. There are also certificates for second and third places in each form. Here is the current league table:

Table								
	GP	W	D	L	GF	GA	GD	PTS
7E	1	1	0	0	4247	81	4166	3
7Y	1	1	0	0	11615	11212	403	3
7M	1	1	0	0	7697	7525	172	3
7L	0	0	0	0	0	0	0	0
7O	1	0	0	1	7525	7697	-172	0
7S2	1	0	0	1	11212	11615	-403	0
7S1	1	0	0	1	81	4247	-4166	0

As you can see, overall points will count if we have a tie at the end, so get as many points as you can each week!

Year 8 Rock Stars-Battle of the Bands

We have also started the first battle for Year 8.

We have had some close fought battles between 8O vs 8M and 8E vs 8S1.

8S2 are storming ahead at the minute but 8Y you have until tomorrow to bring it back.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Battles				
<input type="checkbox"/>	Home			Away
<input type="checkbox"/>	8O	1,388	2,264	8M
<input type="checkbox"/>	8E	7,467	8,783	8S1
<input type="checkbox"/>	8Y	163	6,480	8S2

In next week's Newsflash, I will announce the winners and the MVPs for each form. Then the next battle will start straight afterwards.

Please contact Mr Frost or your form tutor if you are unsure of your login.

Duke of Edinburgh – Bronze Award (Year 9)

Due to the current circumstances we find ourselves in, the Duke of Edinburgh's Award at Mossley Hollins High School is on hold. Having spent time planning for the DofE award for students, we are in a situation where we can only implement them once we are clear when the return to school will be. If you have any questions, please contact Miss Hodgkins or Mr Miller.

Life Skills

All students will be set Life Skills work by their form tutor on a **Wednesday**. Each week there is opportunity for discussion within the household about important life skills and topics. There is no requirement for students to submit written evidence of these discussions, but they may do so if they wish.



The topics to be discussed in Life Skills next week will be...

Year 7 'Healthy Minds' – Body image (2)

Year 8 'Moneysense'– Please continue the work set in week 2 on understanding payment cards

Year 9 'Being independent'- Understanding payslips (continued)

Year 10 'Sexual bullying and equality' – Transphobia

The BBC have also incorporated 'Wellbeing' into their Home Learning resources. Wellbeing is an integral part of our Life Skills curriculum and the lessons on the website complement our curriculum well. You can access these resources at <https://www.bbc.co.uk/bitesize/dailylessons> and choose the correct year group for your child. There is a very appropriate and informative resource on the Year 9 page, released on Friday 24th April, which explores how to identify 'Fake News'. This resource would be valuable for all students, not just those in Year 9, and can be found here <https://www.bbc.co.uk/bitesize/articles/z7ndwtv>.

I wish to thank all families once again for their support in assisting us with the personal development of each student for any information regarding the weekly Life Skills activities, please contact your child's form tutor in the first instance. For any other queries regarding the Life Skills curriculum, please contact Mrs R Harrison at r.harrison@mossleyhollins.com

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Scholars Club

Students in the Year 9 Scholars club have achieved outstanding results in their final assignments. Having submitted excellent essays, working at A Level (and sometimes higher) all twelve students graduated with flying colours. Four of the cohort studied hard and were rewarded with a First-Class grade, the highest available. Well done, we are super proud of them all. Students should have received detailed feedback on their essays through the VLE platform, if this is not the case students should contact Mr Fenton by email to obtain a copy.

Our Year 7 scholars have begun their course online, looking at the different types of university and the different subjects available using a series of video clips and research tasks. Assignment two is now live on Insight and TEAMS and Mr Fenton is asking students to view a number of short tutorials and begin thinking about the courses they might want to study and where in the world they might want to go to do that. It's never too early!

The Class of 2020- Year 11 PRIDE Awards

Dear Year 11,

This year has been a very special but strange one. Firstly, may I just say a big thank you for accepting me as your Head of Year. You welcomed me and helped me to support you.

I have really enjoyed spending some very special times and creating some wonderful memories during my time working with you and guiding you. We know that your time at Mossley Hollins has been cut short, but I believe that in recent weeks we have all shown a renewed commitment to each other. Our staff, parents, pupils and the community have all made a huge contribution.

You are now ready to face the challenges that are in front of you moving into life after Mossley Hollins. If you stick to the core values of manners, honesty and hard work I know you will all go far in life. The high expectations that have surrounded you will endure, they must but continued hard work will be needed.

Well done for all your commitment, wider involvement, courage, and self-motivation over the last 5 years. Use the key people around you to strengthen your resolve. With their support, turn all that you have done into the ambition that you can be the best person you can.

I hope that we will see you again soon.

Mr Beaumont



Year 11 Pride Awards The Class Of 2020

Spanish Educational Trip and Bushcraft Trip

Due to uncertainty around COVID-19 it is now clear that neither of these trips will go ahead. We have been offered alternative dates, but it is unlikely these could be accommodated so we will shortly be requesting a full refund from the companies who organised the trips.

As soon as this is received, we will arrange a reimbursement. Thank you for your patience in this matter.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Message for Students with Concerns

Mrs Din would like to remind our students of how to get in touch if they have any concerns that they need to raise. This can be done by emailing their head of year or form mentor, or by sending a message via Teams to their form mentor/head of year. If students would like to raise concerns confidentially, rather than via email, they can use the “confide” link, which can be found on the school website (Students – Confide), this will then send a message to the safeguarding team in school who will respond.

Year 11: Information from Our Local Colleges

Ashton Sixth Form College have released a document aimed at helping students prepare for post-16 study. The document has an extensive list of suggested reading and activities that will support students with the subjects they have applied for.

The college has stated that; *“While this work will certainly be beneficial to you, it is not compulsory and does not form part of the course assessment. **Entry onto all courses at Ashton Sixth Form College will be, as always, conditional upon your GCSE results and completion of this work will not replace our usual entry requirements.** Given that some students might not enrol for the course they have applied for, we would advise against spending lots of money on resources prior to enrolling in college - many of the suggested resources in this document are free of charge.”*



More information can be found at <https://www.asfc.ac.uk/apply/prospective-students>.

Tameside College and Clarendon Sixth Form College are keen to ensure all Year 11 applicants are aware of the support to help them prepare for enrolment. They will guarantee all applicants a place in a college. As it is unlikely that they will be able to interview pupils in the near future they will discuss the right course and level during enrolment. There is still time for pupils to make an online application too, if they haven't already, visit: www.tameside.ac.uk or www.clarendonsixth.ac.uk



The colleges can reassure all applicants who are due to start at the college in September, that they will be in regular contact to provide further details about starting at college. The schools and marketing teams are available to respond to enquiries and provide guidance to applicants and their families. Email: admissions@tameside.ac.uk

They have also posted responses to frequently asked questions here:

<http://tc.icanbe.click.gridhosted.co.uk/frequently-asked-questions/>

Oldham Sixth Form College have also created a page for Year 11 students to access which can be found at <https://www.osfc.ac.uk/school-students/>. The college has told us:



This page includes important information for Year 11 applicants as well as bridging materials/reading lists for the courses they are looking to study with us from September. In the next couple of weeks, we are looking to add further information for Year 10 students too. The annual ‘Progress to Success’ evening took place virtually on Wednesday 29 April. A video of the event will be made available at the following link <https://www.osfc.ac.uk/progresstosuccess>

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Food Challenge Three- Winners

Thank you and well done to all the students, parents and staff who entered the Mossley Hollins Food Challenge last week. There were so many entries and we have received some fabulous photographs of you all making and presenting your dishes.

This week's winners are:



You have all won a voucher which will be emailed to you, congratulations and good luck with challenge four.



Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

Mossley Hollins High School's 'Cooking at Home Competition'

Each week the Technology faculty will be challenging students and their families to cook at home.

Please send photographs of your entries to h.duncan@mossleyhollins.com and we will judge and share the winners in our newsflash each week.

Good luck.

Please feel free to experiment and use your own family recipes for each challenge.

Challenge Four

You can enter one or both recipes.

Savoury- Soup

Sweet- Oat, Apple and Sultana Crumble

Leek and Potato Soup or Butternut squash soup.

Please follow this link to see the first instalment of Cooking with Mr Beaumont who will show you how to make Butternut Squash!

 [Episode 1 Soup.mp4](#)

Ingredients

1 tbsp.	Vegetable oil
1 large	Potato
1 small	Leek
1-2	Vegetable stock cube
500ml	Boiling water
1	Onion
	Salt and pepper, to season, Cream to decorate

Equipment

Vegetable knife	spoon
chopping board	Peeler
	Colander
Fork	Measuring jug
Wooden spoon	Pan stand
Blender	Container to take soup home



Step 1

Wash potato in a colander and dry. Using the peeler, remove the skin of the potato and place onto a vegetable chopping board. Cut the potato lengthways into long discs about 1-1.5cm thick. Slice into strips and cut across to dice the potato into cubes. **TOP TIP:** boil the kettle whilst you are doing this for step 3!

Step 2

Cut the leek into slices and place in a colander. Rinse under cold running water to ensure the leek is clean, and that no soil remains trapped between the layers.
Prepare the onion using the bridge hold and claw grip to dice into small pieces.

Step 3

To prepare your stock, crumble a vegetable stock cube into the measuring jug. Carefully pour over 500ml boiling water from the kettle and stir with a fork until the stock cube has dissolved.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

Step 4

Heat the oil in the saucepan and add the potato, onion and leek. Sauté gently over a low heat for about 5 minutes, until the leeks have started to soften. Add the stock, salt and pepper and bring to the boil. Once boiling reduce the heat and cover the pan. The soup needs to simmer for about ten minutes, or until potatoes are soft.

Step 5

Once the potatoes are soft, stir in the cream and check your seasoning – does your soup need any more salt or pepper? Remove your saucepan from the heat and place onto a pan stand, before using a stick blender to make your soup smooth. If you prefer, leave your soup thick and chunky. Carefully pour the hot soup into a bowl and serve.

Oat, Apple and Sultana Crumble

Ingredients	
2 large	Eating apple
2 tbsp.	Caster sugar
2 tbsp.	Sultanas (optional)
1 tsp.	Cinnamon (optional)
200g	Plain flour
100g	Butter or margarine
50g	Porridge oats
50g	Caster sugar

Equipment	
Oven proof dish	chopping board
Vegetable knife	Peeler
Tablespoon	Dessertspoon
Teaspoon	Mixing bowl
Table knife	Wooden spoon
Pan stand	Weighing scales
Oven gloves	

Timings	Method
1 min	Preheat oven to 180°C or Gas Mark 5.
5 mins	Add flour to the mixing bowl. Using a table knife cut the butter or margarine into small cubes and add to the flour. This will make the fat easier to rub in.
5 mins	Using your fingertips, rub the margarine into the flour until the mixture resembles breadcrumbs. Stir in the sugar and oats using a wooden spoon.
10 mins	Using a vegetable knife, slice the top and bottom off the apple, then remove the peel using a peeler. Slice the apple into quarters and remove the core. Dice the apple into chunks and add to the foil container. Stir in the sultanas, cinnamon and the sugar to sweeten.
5 mins	Spoon the crumble mixture over the fruit until the fruit is covered with an even layer. Place into the oven and bake for approx. 20-25 minutes until golden brown the topping is golden brown and the apples are soft.



Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

Google Stadia marks the tech giant's first proper foray into the world of video games. Not strictly competing directly with the already established household names of PlayStation, Xbox and Nintendo Switch, Stadia has something else to offer; online streaming. In a nutshell, Stadia beams its catalogue of video games directly into your house via wi-fi, allowing you to play on compatible mobiles, tablets, computers and televisions with console quality. The technology opens up a whole new world of accessibility for those who don't want to commit to the console cycle, but the risks of online gaming remain ever present.



What parents need to know about **GOOGLE STADIA**

ACCOUNT SHARING & HACKERS

As with any other device that uses accounts and passwords that you carry in your pocket, Google Stadia is only as safe as your child is. If somebody has access to their mobile and their apps, they have access to personal accounts and could use that to obtain sensitive information or undertake fraudulent activity.



ABILITY TO DISABLE 'PURCHASE APPROVAL REQUESTS'

Every time your child wants to purchase a new game on Stadia.com, Chromecast Ultra or iOS, a 'purchase approval request' will be sent directly to you as the master account holder or family manager. However for requests made on an Android device, purchase approval settings can be disabled, which means children could easily spend £100s on games without you knowing.



CONTROL OF THE MASTER ACCOUNT

Stadia requires owners to download a mobile app which serves as a hub for any active accounts, of which you can have many for different family members. You may also need to download the Google Home app to facilitate the setup process too. Children with access to a smartphone could in theory control the 'master' account without a parent or guardian knowing, making purchases and applying their own privacy settings.



ONLINE CHAT

Any games that are multiplayer means that they will also be multiplayer on Stadia. This means there's always the chance that children could be approached by people they don't know. Some games allow players to have open contact with each other, while others may be much stricter on who is contacting who.



GAMING WITH STREAMERS

One of the big selling points of Google Stadia is that it allows fans to play alongside their favourite YouTubers and streamers at the press of a button. For example, if you're watching a streamer play on YouTube you can jump into their game live and play with them. However, there's a risk your child could join a stream which contains inappropriate content in the game or, worse still, has been set-up as a grooming tactic. Keep an eye on who your children are following and playing with online to make sure they're safe.



Safety Tips for Parents & Carers



GO THROUGH THE SET-UP PROCESS TOGETHER

In order to set up a Stadia account for your child, you must be registered as the Head of Household or Family Manager in your Google family group. From here you'll be able to manage their privacy and security settings, as well as their subscriptions. It's a good idea to do this set up together so you can talk through things as you do them, making it clear what they can and can't do whilst online.



SET GAMEPLAY LIMITS

Google allows parents to set up various gameplay limits to help make sure their child is playing games safely and in a healthy manner. This includes the ability to set limits on the game content they can access, as well as their ability to connect with other players. Content restrictions can be based on game ratings so that your child can only access games at the rating you choose and below. Those rated higher will not be visible. You can also choose if you want your child to be able to play multiplayer games or voice chat with other players online.



CHANGE FRIENDS & PRIVACY CONTROLS

Parents can also control who can search for and send their child a friend request on Stadia based on their username. This can be done from the 'Friends and Privacy' setting. From here you can choose the options 'No one', 'Friends and their friends' or 'All players'.



HAVE OPEN DISCUSSIONS WITH YOUR CHILD

It's always important to try and discuss online safety with your child. Try to talk about boundaries on what is and isn't acceptable when they are playing with others online and to avoid talking to strangers. It's also worth talking to your children about the dangers of account sharing and protecting their personal details and online privacy, especially if they're encouraged to share anything with friends they've made through gaming online.



FAMILIARISE YOURSELF WITH HOW GOOGLE STADIA WORKS

Video game streaming is a relatively new technology, and can be a little daunting to understand, especially with all the apps involved. The best way to understand it though, as always, is to give it a try yourself. The more you understand, the more you're going to be able to guide your children through the technology, ensuring you both get the best out of it while remaining safe.



USE THE FAMILY LINK APP

As well as the safety settings on the Stadia app and the website, you can add additional security and quality of life features via Google Family Link. The app (as recommended by Google) lets you protect your child's mobile device by locking it after a certain amount of time, blocking unwanted apps and managing in-app purchases. Setting these foundations allows you much more control over your child's screen time, including how long they're playing games for, especially on Stadia.



Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGible. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.



BLOCK INAPPROPRIATE GAMES

Once you have your account up and connected to a smartphone, you can access the 'Family' option through the settings located on the top right of the app. This allows parents and carers to monitor and control which games are being purchased on any given connected account, making sure their children aren't experiencing any inappropriate content from a gameplay perspective. If you think a game might be unsuitable, simply don't allow it to be bought.



SOURCES: <https://support.google.com/stadia/> | <https://families.google.com/familylink/> | <https://home.bt.com/tech-gadgets/computing/gaming/a-parents-guide-to-game-streaming-services-what-are-they-and-are-they-safe-11364315572830>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 29.04.2020

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Notice for Year 9 and 10 Students of Dance

Due to staff absence, we will be unable to provide feedback for students as regularly as we initially intended. Students will be set work fortnightly and will receive one piece of feedback this half-term. We will continue to monitor the work students are completing and ensure that the quality of the work set is appropriate.

Insight and Microsoft Teams Tutorial

In newsflash 25 we included tutorials on how to use Insight. The tutorials can be found here-

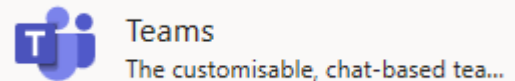
Insight: <http://www.mossleyhollins.com/newsflash--friday-20th-march-2020/>


If you are unsure of your Insight login, you should contact r.judge@mossleyhollins.com.


TEAMS is a platform which can be used to store files, chat, hold virtual lessons/meetings and to share ideas with classmates and teachers.


Some of your teachers have already set up classes which you may have been invited to. To get the most out of TEAMS see below:


1. To access TEAMS, go to the school website and click on Students and then Microsoft Office 365. Login with your school login details. Your email address is your username@mossleyhollins.com. E.g. 17hy01@mossleyhollins.com. You will then be able to see the TEAMS app icon. Alternatively, you can download the App onto your phone or tablet, by going to the android/iOS app store.
2. When you open TEAMS, you will see all of the TEAMS that you have been added to (it is best viewed with a full screen so ensure your screen is not minimised):





 This is the activity icon which will notify of any activity in chat etc


 This is the chat icon, this will show chat feeds from all of your TEAMS.

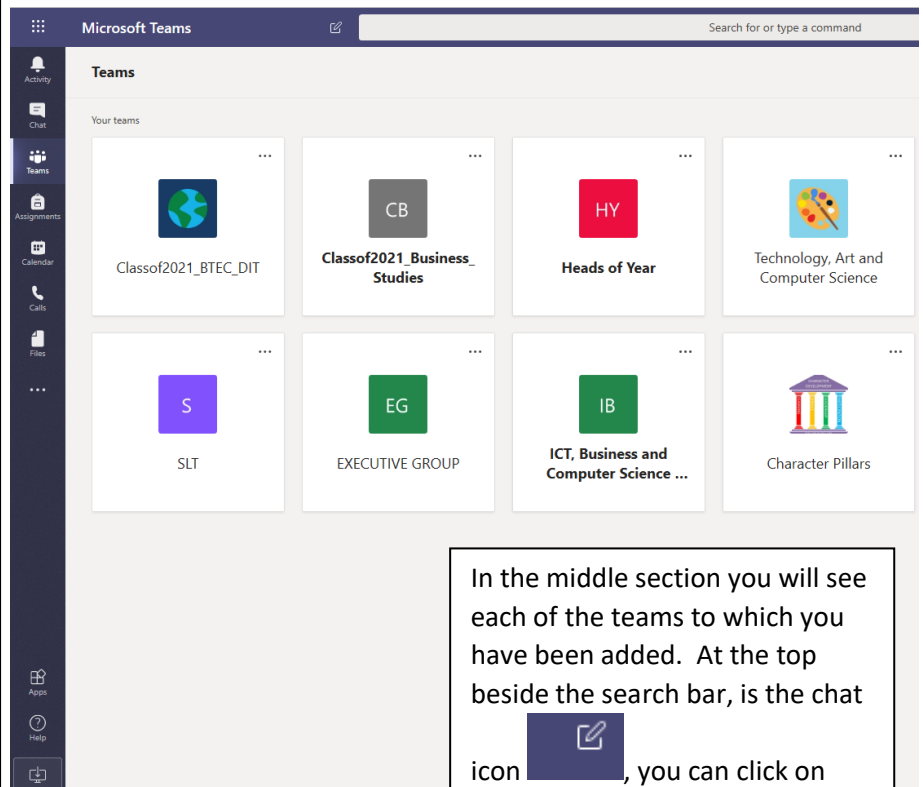
 This is the TEAMS icon which takes you back to this view of all your TEAMS.


 This is the assignments icon where you can see the assignments you have been set by your teachers.

 The calendar will show any upcoming events

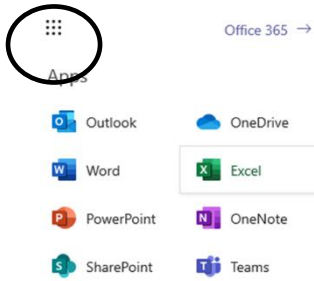
 Call icon to call someone in your TEAM

 Files, this shows files recently added to your TEAMS **and** will show your OneDrive, where you can add more files.



In the middle section you will see each of the teams to which you have been added. At the top beside the search bar, is the chat icon , you can click on this to start a chat with anyone.

ing Microsoft Teams and Insight are at



Clicking on the grid icon will allow you to navigate to another app.

3. To open one of your TEAMS, click on the icon. For example, if you were added to the Classof2021_Business Studies group, just click on it to open.

Clicking on Posts allows you to access the chat for this TEAM

Class Notebooks is an area for you to store your work and to share ideas.

This is where you will see all assignments/tasks set by your teacher.

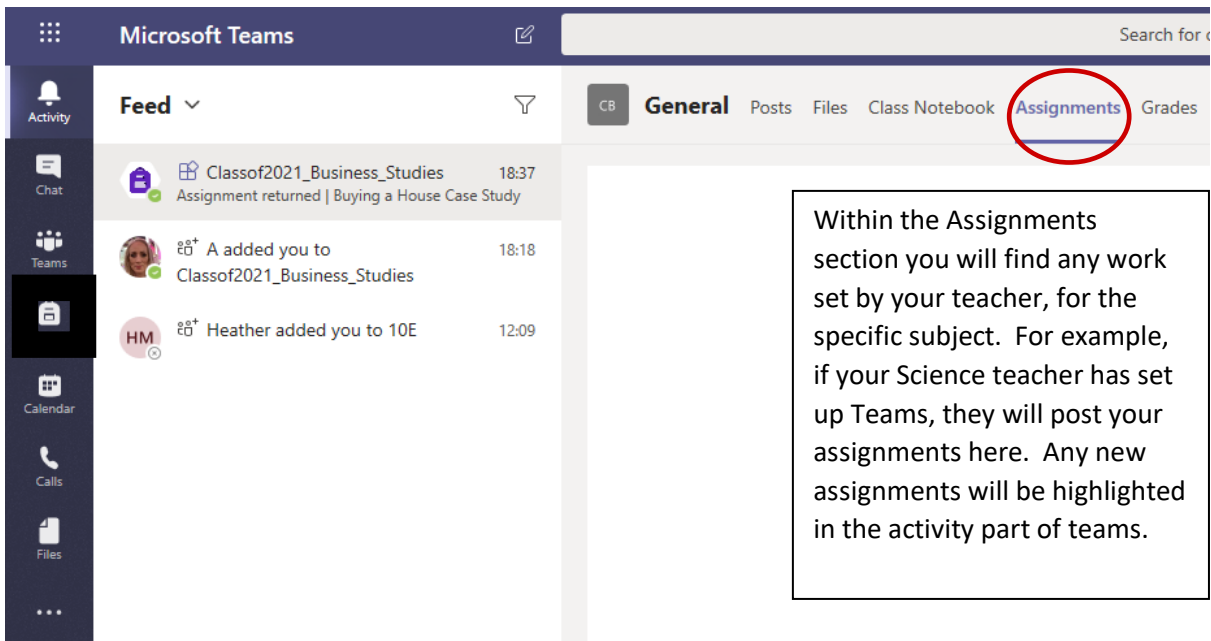
Grades shows a record of comments received and your marks from your Teacher

Clicking on Files, will allow you to see all of the files uploaded by your Teacher.

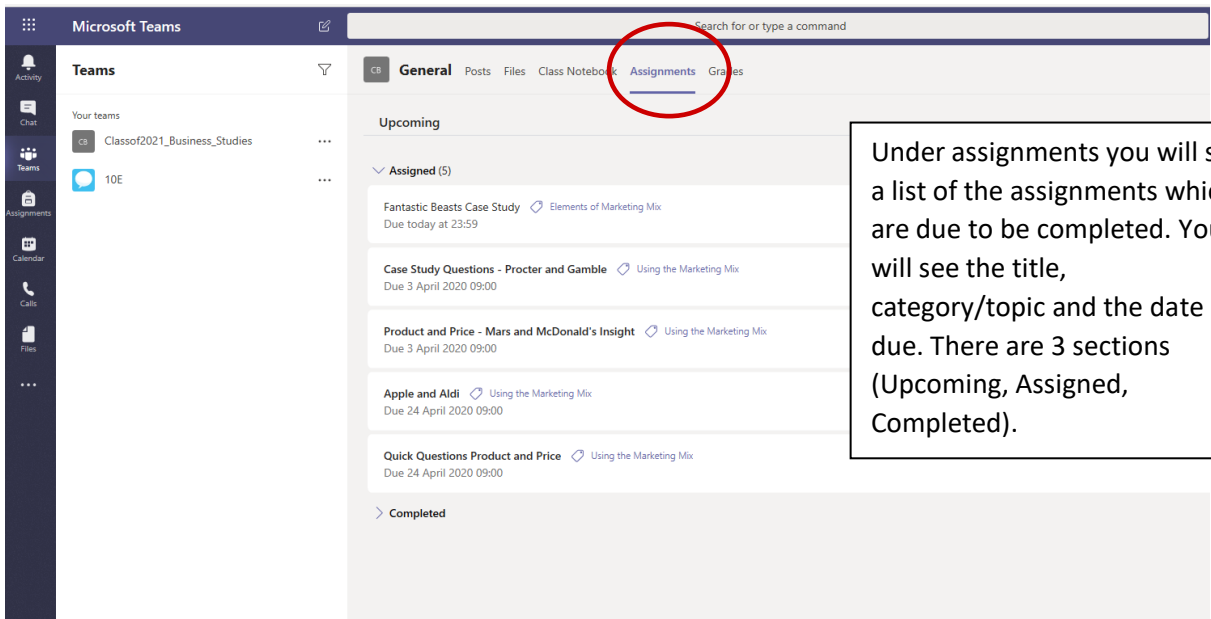
This section shows any activity in the Posts section.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.

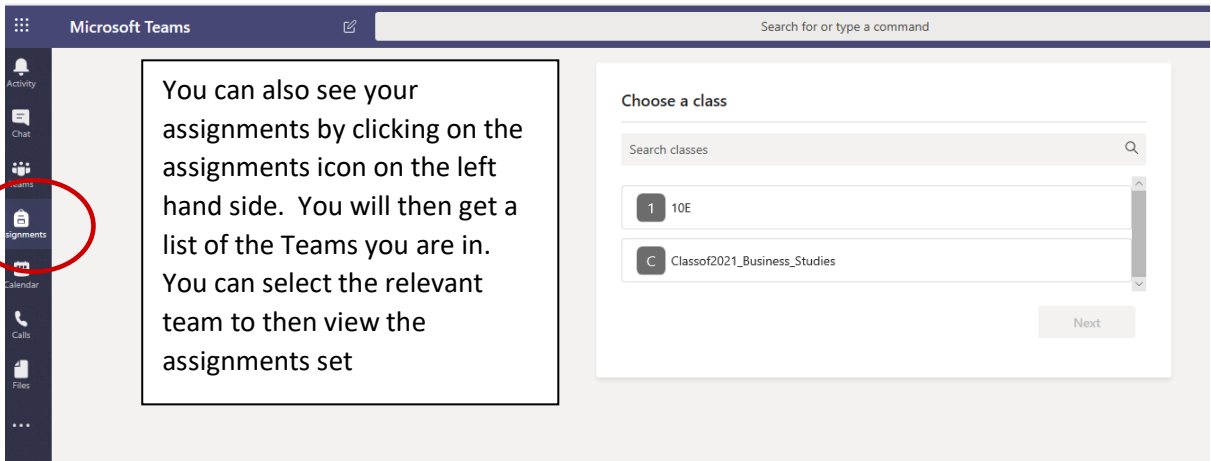




Within the Assignments section you will find any work set by your teacher, for the specific subject. For example, if your Science teacher has set up Teams, they will post your assignments here. Any new assignments will be highlighted in the activity part of teams.



Under assignments you will see a list of the assignments which are due to be completed. You will see the title, category/topic and the date due. There are 3 sections (Upcoming, Assigned, Completed).



You can also see your assignments by clicking on the assignments icon on the left hand side. You will then get a list of the Teams you are in. You can select the relevant team to then view the assignments set

Handing In Work – to hand in work for an assignment. Click on the relevant assignment. Then click on “Add work”, browse to find the piece of work on your computer and add this. Then click on “Hand In”. You can Undo this, if you want to add more work or add a different file.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Back Hand in

Fantastic Beasts Case Study Elements of Marketing Mix Points
21 points possible

Due today at 23:59

Instructions
Read the case study and answer the questions

Reference materials
IMG_2361.jpg

My work
+ Add work

Back Handed in on Mon 30 Mar 2020 at 19:14 ✓ Undo hand-in

Fantastic Beasts Case Study Elements of Marketing Mix Points
21 points possible

Due today at 23:59

Instructions
Read the case study and answer the questions

Reference materials
IMG_2361.jpg

My work

Microsoft Teams

Product and Price (Classof2021_Business_Studies)

Quick Questions for Product and Price

Hi! Begins when you submit this form, the owner will be able to see your name and email address.

* Required

1. What is meant by product portfolio? *

Enter your answer

2. What is a cash cow? *

Enter your answer

3. What is a dog product? *

Enter your answer

Product and Price (Classof2021_Business_Studies)

8. EXPLAIN one factor which might influence the price of a product. *

Enter your answer

This question is required.

9. The costs of producing a product are £30. The mark-up is 20%. What is the selling price? *

Enter your answer

This question is required.

10. The cost of a product is £12. The sales price is £15. What is the percentage mark up? *

Enter your answer

This question is required.

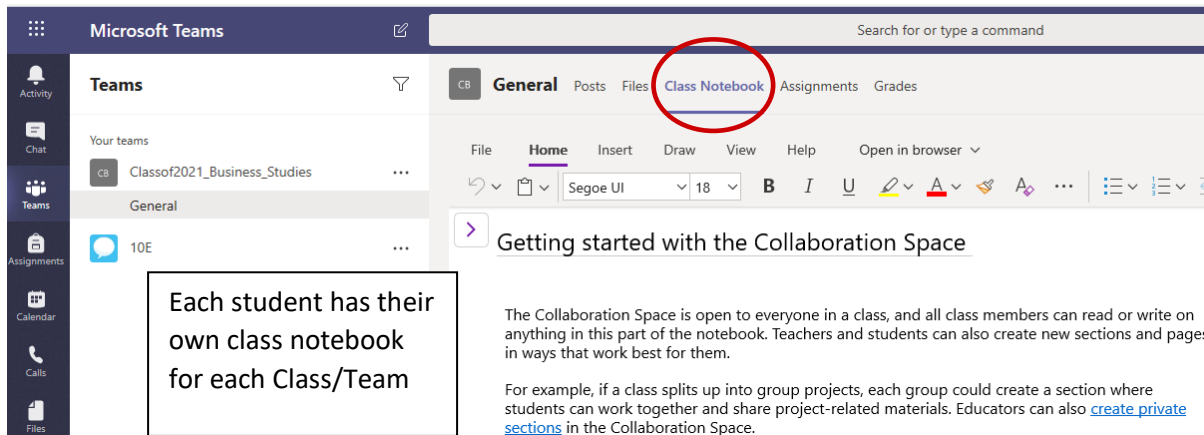
Submit ⚠ 3 question(s) need to be completed before submitting Question 4, Question 7, Question 8, Question 9, Question 10.

The assignment may be a quiz or set of questions, so you will not then need to add a file. You will simply answer the questions and then click on the submit button. If you do not answer some of the questions it will not let you submit. So it is important that you attempt each question.

Under grades – you will see a summary of your assignments, whether they have been handed in, what grade you have got etc. If you click on the actual assignment you will then see the comments from your teachers.

Due date ▲	Assignment ▼	Status	Points
Apr 24	Quick Questions Product and Price	✓ Handed in	No points
Apr 24	Apple and Aldi	⊘ Not handed in	/18
Apr 3	Product and Price - Mars and McDonald's Insight	⊘ Not handed in	/12
Apr 3	Case Study Questions - Procter and Gamble	⊘ Not handed in	/12
Today	Fantastic Beasts Case Study	✓ Handed in	/21
Today	Buying a House Case Study	🕒 Handed in 10 hours late	/6

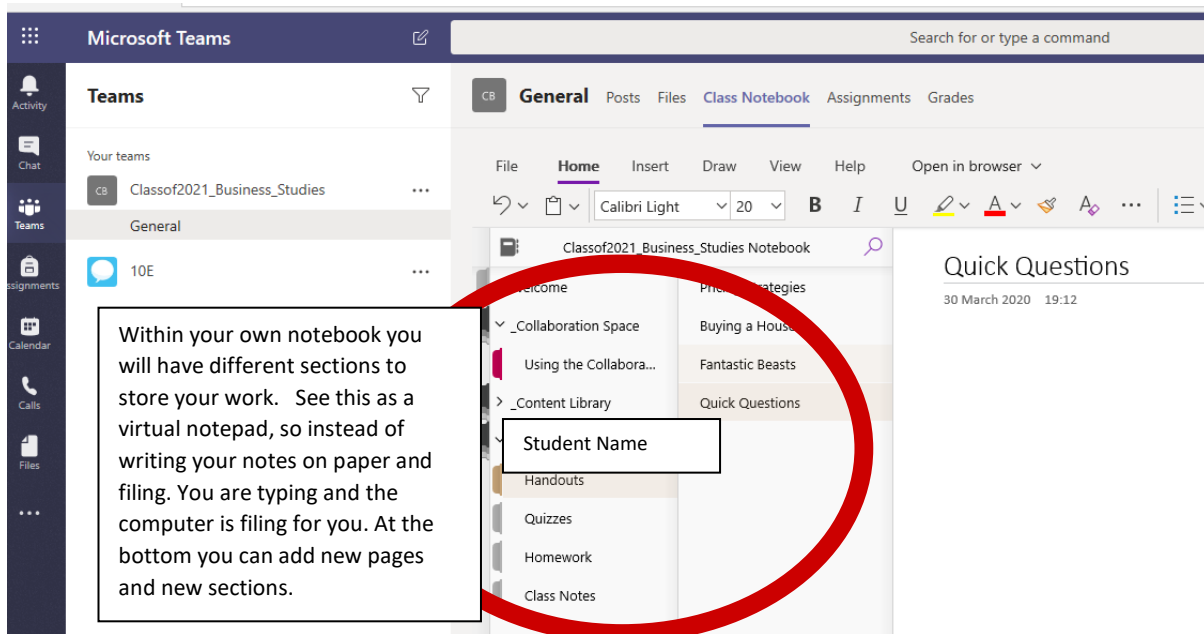
Class Notebook:



Each student has their own class notebook for each Class/Team

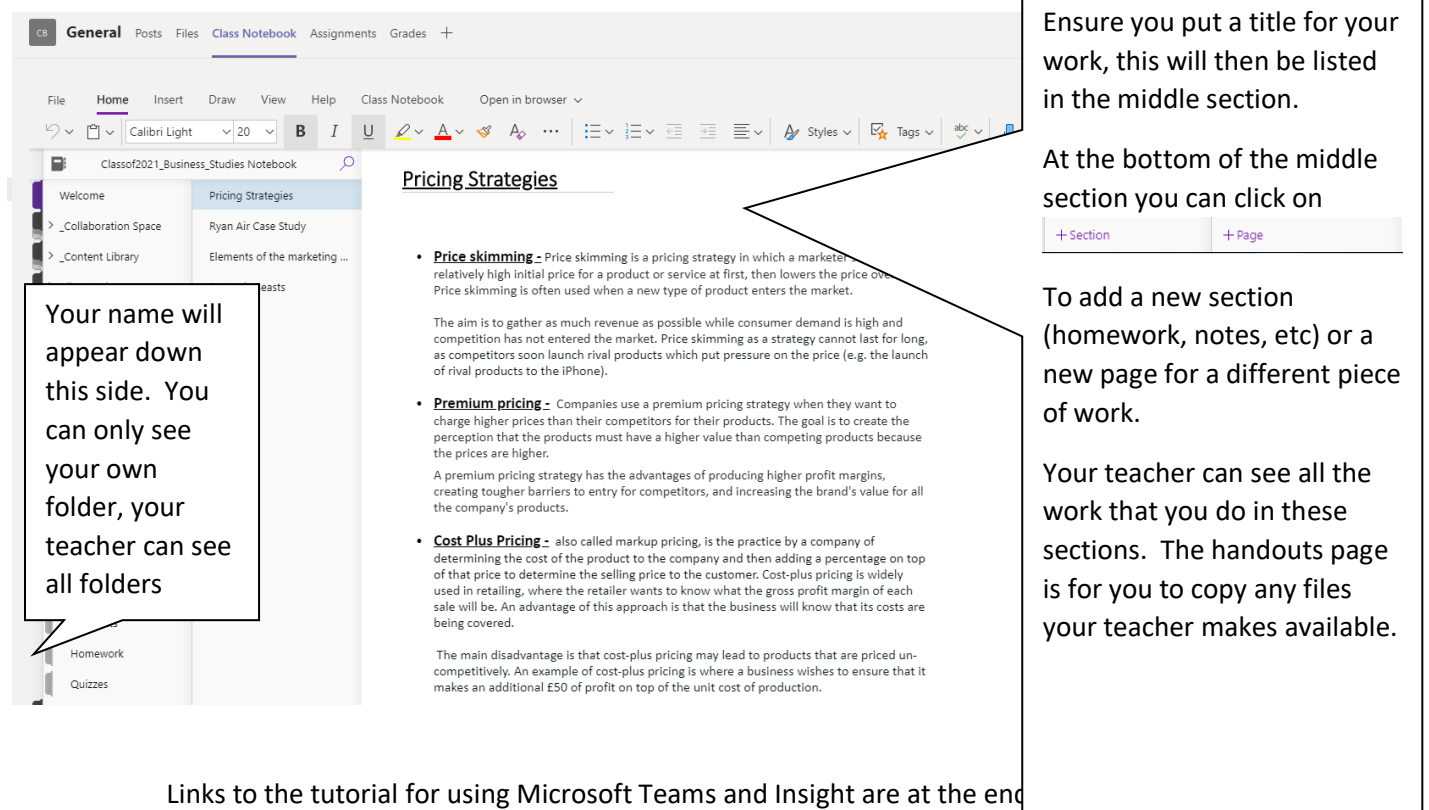
The Collaboration Space is open to everyone in a class, and all class members can read or write on anything in this part of the notebook. Teachers and students can also create new sections and pages in ways that work best for them.

For example, if a class splits up into group projects, each group could create a section where students can work together and share project-related materials. Educators can also [create private sections](#) in the Collaboration Space.



Within your own notebook you will have different sections to store your work. See this as a virtual notepad, so instead of writing your notes on paper and filing. You are typing and the computer is filing for you. At the bottom you can add new pages and new sections.

Student Name



Ensure you put a title for your work, this will then be listed in the middle section.

At the bottom of the middle section you can click on

Your name will appear down this side. You can only see your own folder, your teacher can see all folders

To add a new section (homework, notes, etc) or a new page for a different piece of work.

Your teacher can see all the work that you do in these sections. The handouts page is for you to copy any files your teacher makes available.

Pricing Strategies

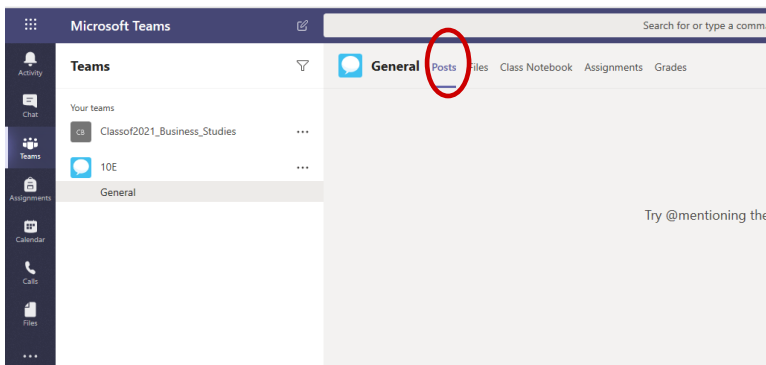
- Price skimming** - Price skimming is a pricing strategy in which a marketer charges a relatively high initial price for a product or service at first, then lowers the price over time. Price skimming is often used when a new type of product enters the market.

The aim is to gather as much revenue as possible while consumer demand is high and competition has not entered the market. Price skimming as a strategy cannot last for long, as competitors soon launch rival products which put pressure on the price (e.g. the launch of rival products to the iPhone).
- Premium pricing** - Companies use a premium pricing strategy when they want to charge higher prices than their competitors for their products. The goal is to create the perception that the products must have a higher value than competing products because the prices are higher.

A premium pricing strategy has the advantages of producing higher profit margins, creating tougher barriers to entry for competitors, and increasing the brand's value for all the company's products.
- Cost Plus Pricing** - also called markup pricing, is the practice by a company of determining the cost of the product to the company and then adding a percentage on top of that price to determine the selling price to the customer. Cost-plus pricing is widely used in retailing, where the retailer wants to know what the gross profit margin of each sale will be. An advantage of this approach is that the business will know that its costs are being covered.

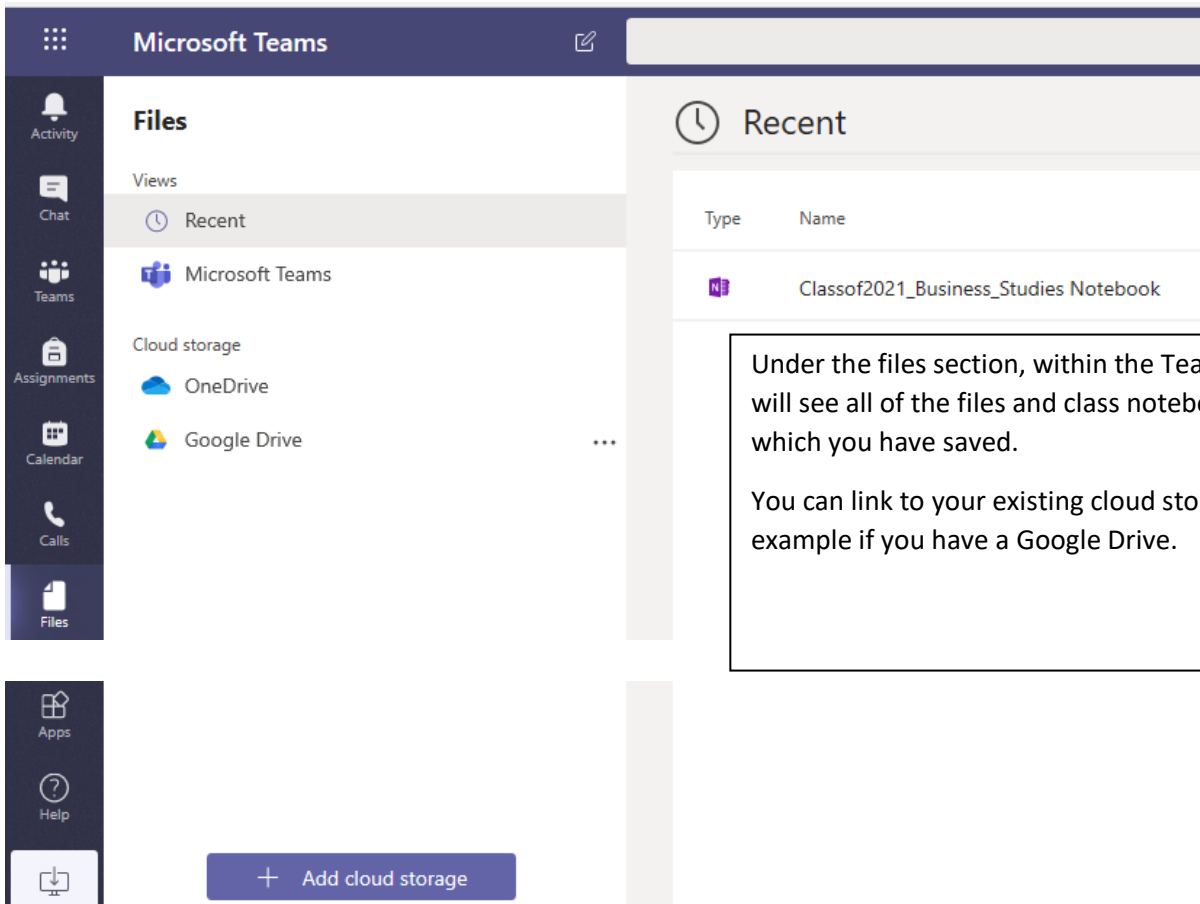
The main disadvantage is that cost-plus pricing may lead to products that are priced uncompetitively. An example of cost-plus pricing is where a business wishes to ensure that it makes an additional £50 of profit on top of the unit cost of production.

Links to the tutorial for using Microsoft Teams and Insight are at the end



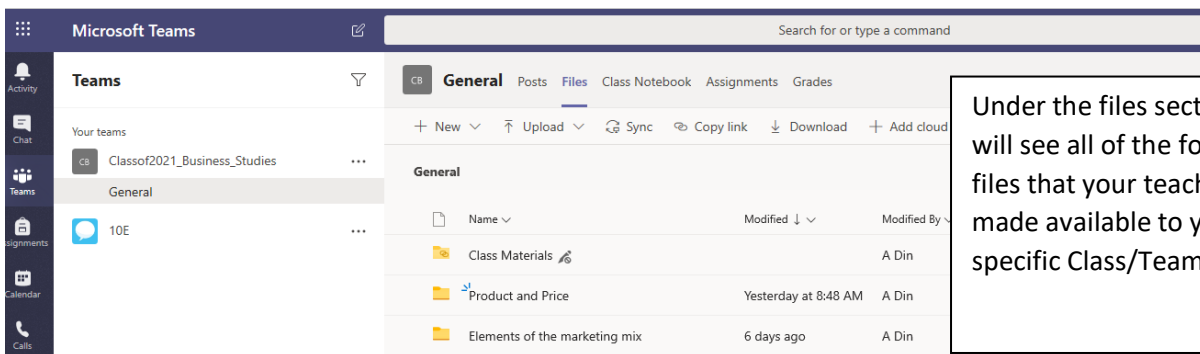
Within Teams, you will have a posts section. This allows you to ask questions or share ideas and views with your teachers and your classmates*

*in line with our ICT acceptable use policy



Under the files section, within the Team, you will see all of the files and class notebooks which you have saved.

You can link to your existing cloud storage, for example if you have a Google Drive.



Under the files section, you will see all of the folders and files that your teacher has made available to you for that specific Class/Team.

Links to the tutorial for using Microsoft Teams and Insight are at the end of the Newsflash.



Food Bank Donations Welcome

Mossley Hollins is supporting the Mossley Foodbank to help families affected by the current situation. Donations welcome at the school or items can be delivered directly to the Foodbank at the Micklehurst Youth Base each Thursday Morning (The Rowans, Micklehurst, Mossley, OL5 9DR). Thank you as always for your support.

Ever Thought About A Career in Teaching? Even at this time? Great...

Ever thought about a career in Teaching?

If so, why not **'Train to Teach'** with us here at **Mossley Hollins High School** through School Direct in partnership with the everyonelearning@ Teaching School Alliance and the University of Cumbria?

We are currently recruiting for **Biology, Chemistry, Physics, English, Geography, History, Maths and MFL.**

School Direct allows schools to request training places directly, select the ITE (Initial Teacher Education) provider of teacher training they want to work with and agree the content and focus of the training.

Bursaries are available!

For further information please contact d.webster@mossleyhollins.com
<https://getintoteaching.education.gov.uk/explore-my-options>



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