

## Trinity Academy New Parent/Carer Bulletin #3 – Friday 26 June 2020

Dear Parents and Carers

It's a pleasure to be sending out our third bulletin to families who are starting at Trinity in September. As you can imagine, there is a lot going on at the moment but we are planning carefully how we welcome your child to Trinity over the next three months so that they, and you, feel happy, confident and fully informed on all that will happen.

### Uniform

As we discussed briefly at the online meeting, our uniform suppliers have been working hard on adapting their sales processes to the current climate so that our parents and students can begin purchasing uniforms in preparation for September.

They have moved to new and larger premises in Stoke Gifford and will reopen from Monday 29th June. The new store offers over 2000sq ft of shopping space and is fully COVID-19 secure with clear social distancing measures in place. To manage the number of customers in the store at one time they are operating an appointment only policy. You will be able to book an hour-long one-to-one appointment, with a trained member of staff for a personalised shopping experience. Please [click here](#) to find out more. If you have any questions about the booking system please contact them directly.

Full details of our uniform policy and compulsory uniform can be found on page 14 of the [Parent Handbook](#) and also on our [website](#).

**Ms K Hughes, Headteacher's PA and Office Manager**

### Building Update

Those families who live near the school, or pass it regularly will have noticed the rapid developments in the building of our permanent site. Below are some aerial photographs of its construction – we are very excited to see our vision of a state-of-the-art school coming to life!



**Mr E Bailey, Headteacher**

### **A Welcome Webinar for New Students – Monday 13 July at 4pm**

We will be hosting a webinar for new students on Monday 13 July at 4pm until 5pm. The webinar will introduce students to a typical school day and the 'step-up' tasks of summer work. Students will also be able to hear from current Year 7 students, meet teachers and ask questions about life at Trinity. To sign your child up for this event, please click [here](#).

**Dr W Nottingham, Deputy Headteacher**

### **New Year 7 Parent Information Evening**

Last week we held an online New Year 7 Parent Information Evening. You can watch a recording of the event [here](#). You can also view the questions asked during the event, and our answers to them, [here](#).

**Dr W Nottingham, Deputy Headteacher**

### **Admissions Events for 2021/22**

We have launched our Open Events on the [admissions page](#) of our website. These events are for parents of current Year 5 children who are interested in sending their children to Trinity Academy in September 2021. This begins with an online presentation on Wednesday 15 July, with two in-person events on Wednesday 16 and 23 September. If you know parents who may be interested in attending these events (or indeed, if you wish to attend, yourself), please direct them to our [admissions page](#).

**Dr W Nottingham, Deputy Headteacher**

### **Parent Questionnaire and Handbook**

If you have not already done so please click [here](#) to access the online questionnaire. Some of the questions relate to your child's interests and motivations, whilst other questions are about the family environment. The information you provide is only used by the school to support your child's transition to Trinity Academy. We do not share any information you give with any external organisation.

We have posted out hard copies of the [Parent Handbook 2020](#). Please let us know if you have not received your hard copy by contacting us using the email below.

**Dr W Nottingham, Deputy Headteacher**

### **Contacting Us**

If you have any questions, please do contact us on 0117 450 9379 or [email us](#).

## Head – A Place of Learning

At Trinity we place significant emphasis on the ‘Head’ – learning is central to everything we do. The staff at Trinity are working hard to make sure that your child has the best start at secondary school. We are highly ambitious for every single student and will support them to become the best version of themselves. Over the summer, students can work on five key skills to prepare them for secondary school. These are:

- Establishing good learning habits
- Extended writing
- Note making
- Oracy (speaking skills)
- Quizzing / revising

In today’s bulletin we will focus on note making.

### **Study Skill: Note Making**

In our last bulletin we spoke about the importance of extended writing in students’ learning. At times, students will also be asked to show their ideas by making notes. This is different to extended writing because instead of *elaborating* on their ideas (developing them in detail), students are asked to *summarise* ideas (condense them into a small space).

Here are some of the guidelines we give our students on making notes:

1. **Organise your notes.** Notes should be headed with the title and date. Students should use subheadings for different topics.
2. **Use your own words.** Students should always try to explain things in their own words unless they are told to copy down a definition or fact.
3. **Include all the important information.** All the important facts and ideas should be included in notes.
4. **Leave out any unnecessary details.** Notes should focus on what is important - so there’s no need to include every little detail or example.
5. **Test your understanding.** Can you summarise the text from which you’ve made notes in no more than two sentences?

Making effective notes can be trickier than it seems, so students will practise this skill a lot when they are at Trinity. In the meantime, you can start to prepare your child for the skill of note-taking by doing these things:

- Explain to them what ‘making notes’ means. You could discuss the 4 guidelines above.
- Practise making notes by asking them to write a summary of a book they have read. Have they included all the important facts? Have they remembered to leave out unnecessary, small details?

An example of a good page of notes from a maths lesson can be found [here](#).

**Miss R Lunt, Head of English**

## Heart – A Place of Care and Respect

Trinity students know to value, not just their academic and co-curricular learning, but also their well-being and sense of care and respect. At Trinity we call this the 'Heart'. We understand that students (and indeed all of us) make mistakes. We believe that, in order to respect and care for others and our surroundings, we must start by caring, respecting and valuing ourselves. We can explore what 'Heart' means by focussing on:

- Caring for the Planet: as a school and an individual
- Bristol: community involvement
- Trinity: our school and local area
- Others: social interaction
- Me: well-being and self-respect

In each of the five bulletins we will dive deeper in one of the areas above. In the last bulletin, we looked at how we encourage students to learn about community involvement. Today we will be looking at caring and respecting our school as a community.

### **School and a Sense of Community**

We believe that fostering a sense of community within the school provides a way to build support networks which, in turn, provides the security for students to thrive academically. This is especially important for those students who do not live nearby and are unlikely to know other children in the school, or for those who are more shy. It is partly for this reason that all children are taught in form groups for all subjects throughout Phase One (Years 7 and 8). More specifically, we build a sense of community by:

- Talking positively about the Trinity uniform – about the importance of wearing it with pride both in school and out of school.
- Issuing reward points to individuals for positive behaviours and adding them to those given to other children in the same form group. We award the whole form group with the highest number of reward points at the end of every term.
- Introducing a house system to link children together from different year groups. We hope to develop this next year.
- Reducing conflict. If a child does something they shouldn't in lesson and are given a consequence, we expect him or her to reply with "I'm sorry sir/ miss" or "I'm sorry sir/ miss, but can I talk to you at the end of the lesson" if they wish to discuss things further.

**Miss H Garrad, Head of Year 7**

## Soul – A Place of Engagement

Our intellectual, spiritual and emotional selves develop together when we are doing the things we choose and love with others. We might describe those things as hobbies, interests, or passions. They can often be those things that connect us and keep us going through challenging times. They feel good for our 'Soul'. You can find out how staff and students describe 'Soul' in our [latest video](#), available on the school's induction page.

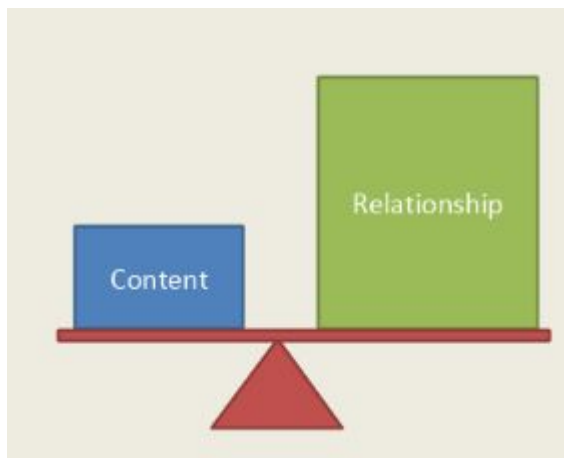
We invite you to work with us to introduce your child to some of the attributes of our soul (intellectual, spiritual and emotional selves) that will be developed at Trinity. Namely:

- Character
- Trying something new
- Relationships
- Community and Co-creation
- Employability

We will be discussing one of these attributes in each of our bulletins. In today's bulletin we will focus on relationships.

### Soul attribute: Relationships

One of the most important life skills students at Trinity will develop is to build, maintain and repair relationships.



When relationships are strong the content of what we say is more likely to be heard, we can all have the highest of expectations and hold one another to account. Co-curricular opportunities at Trinity enable us to get to know one another through the interests we share and to build strong relationships.

Inevitably, in any organisation where there are lots of people, there may be occasions when something happens that might cause harm to relationships. It is important that our response focuses on acknowledging the harm caused and how to repair the harm done, in a way that improves the relationships.

Here are a few ways to help model building, maintaining and repairing relationships with your child:

- **Compliment your child. Magnify their strengths not their weaknesses.** Look for opportunities to praise and highlight the things that your child does well or tries hard

at. This helps build 'social capital' so when challenge is needed the relationship is maintained.

- **Regularly check-in with your child.** This can be surprisingly hard to do and maintain, especially if there appears to be little response. But it is really helpful to persevere. Ask your child what they are looking forward to today, what they enjoyed yesterday or what they are proud of each day. Ask what they are feeling.
- **Invite your child to share the things that frustrates, annoys or upsets them.** You could take it in turns to share those things that make you feel like that too. Avoid being judgemental or personal. An example might be 'I feel really frustrated when felt pen lids are left off'.
- **Use affective statements.** Things will always happen that will test or potentially weaken relationships. Ideally our response needs to lead to repairing or improving the relationship. There are many variations of affective statements, but they often follow a structure of Engage - Explain - Expect. Examples of affective statements that hold high expectations might be:

- 'When you...'

- 'I feel...'

- 'I need you to...'

Or

- 'Are you ok? ...'

- 'It's really important that'

- 'I need ... thank you'

Or

- 'What happened?...'
- 'What happened before that?...'
- 'What were you feeling?...'

- 'What were you thinking?...'
- 'Who do you think has been affected and how?..'

- 'What do you think needs to happen now to help repair the relationships'

**Mr H Young, Teacher of Art**