



Reades Lane, Sonning Common, Reading, RG4 9LN Tel: 0118 9721500

## Message from Andy Hartley

At the risk of sounding repetitive and slightly clichéd, this *has* been a term like no other. The ongoing risk of coronavirus has ensured that we do things a little differently and that we are always thinking about masks, distance and bubbles to name but a few. However, what I've been particularly proud about is that we haven't done things too differently, that we have maintained our provision as much as was humanly (and legally!) possible so that our students got a great deal in their education across the course of this term.

Our student and staff attendance were high across the whole term and therefore, with little cover or interruption, we could embed the values that I have been instilling since I began in January. The school has made huge progress across the term and as I make my daily 'walkrounds' the quality of lessons never fails to impress. Moreover, our Quality Assurance work of observations, book looks, departmental reviews and student panels has also been forensic in ensuring we know our school. The default position is of engaged and enthusiastic learners keen to make progress in each and every lesson. There is still work to do in a few 'pockets' and we know we want to improve a few things, such as the quality of our Key Stage 3 assessments, but we also know this is a part of our journey.

I hope everyone is able to have a wonderful Christmas and to relax and recuperate before we return to school on January 4<sup>th</sup>. We can't wait to get going again!!

CALENDAR	
4 Jan	First day back
14 Jan	Re-scheduled Yr11 Mock Interviews
20 Jan	Trust Parents' apprenticeship Info evening
21 Jan	KS4 Intervention evening
26 Jan	RE day
27 Jan	Trust CPD day
28 Jan	School Council Meeting 3
1-5 Feb	Careers week 3
1-5 Feb	National Apprenticeship week
2 Feb	Trust employers fair
11 Feb	Year 7 Parents' Evening
12 Feb	Last day of term

## YEAR GROUPS—HEAD OF YEAR ROUND UP

### YEAR 7

It's been another great term for Year 7, with lots of exciting things happening. My first highlight of the term has been watching the Year 7's performing during Busking Lunchtime, I have huge admiration for all those that put themselves forward and performed on stage so beautifully in front of their peers. Secondly, seeing some amazing results in the Cross County over the first fortnight of term, in particular Ebony with an unbelievable result! I've dropped into some Food Tech lessons and seen some fantastic cookery skills on display, mastering roux sauces before their big Christmas cook. The year group engaged brilliantly with the Pastoral Day, where they explored the topic of bullying and staying safe online. Finally, our student council representatives have made a great start at contributing to the school community. I hope that Year 7 enjoy a well-deserved Christmas break. I'm already looking forward to seeing what they can achieve in the New Year.

Miss S Cheeseman  
Head of Year 7

### YEARS 8 & 9

As we come to the end of term, both year groups continue to work hard and make very pleasing progress. I was really pleased that the inaugural Y8 Virtual Parents' Evening was successful, and the positive feedback has been great. I hope that students will act upon their teachers' advice and continue to make progress and improvements.

Once again, I have had the pleasure of teaching all of Year 8 some PSHE. This term we have completed an RE module on Buddhism and I have been so impressed by their response to the lessons. We managed to do some meditation and all students were respectful and appreciative of the chance to try something a little bit different!

Year 9 completed their first 'straw poll' as part of the Options process. They carried this out very sensibly and asked relevant questions. More information will follow once this initial process is complete, and students have been urged to speak to their subject teachers if they have any further queries.

Next term I intend to carry out an in depth Homework audit for both year groups – there will be a focus on ensuring that it is being completed to expected standards – as you know we use Show My Homework to set it so do please let us know if you aren't able to see it – all parents/carers have access to what is set for their child.

At the beginning of the month both year groups attended the inspirational talk by ex-gang leader and previous drug addict Paul Hannaford and I was particularly impressed with their mature response to the content of what he had to say. This is a very important aspect of the PSHE programme and I know the students found the presentation extremely powerful.

Wishing you all a restful break after a long term, let's see what 2021 has in store!

Ms C Biddiss  
Head of Years 8 & 9

### YEAR 10 & 11

Year 10 have settled into the term and have shown maturity in following the requirements needed in this unprecedented time. The majority of students are working hard and striving to achieve the levels they are capable of in their GCSE's. Year 10 joined Year 11 for the assembly about apprenticeships, and have also started on the UStart programme in PSE, looking at future study paths, and researching the options for Post 16. Students from Year 10 have also represented the school in the Model UN conducting themselves eloquently.

Year 11 are currently applying for College and sixth form places, having had virtual assemblies on College Open Days and Apprenticeships. Links to Open Events and Taster sessions being run online are posted in their Google Classroom Tutor groups. Students are already being offered places and we are receiving loads of reference requests, so please encourage your Year 11 students to get applications in.

Mock interviews may have been postponed this week, but the letter of applications and CV's are due in ASAP. PSE has focused on building strong CV's, interview techniques and application letters, as well as working with students to support them in their post 16 places.

The Year 11 Mock results assembly allowed us to recognise the fantastic results and hard work for the majority of students, with a range of emotions felt by students. For a few, it gave an opportunity to reflect on their revision and work completed and plan for future improvements.

KS4 overall are also well represented as House Captains and Ambassadors, as well as within the School Council. It is lovely to see our students involved and supporting our school community.

I wish you and your families a very Merry Christmas and all the best for the New Year.

Mrs C Ashley  
Head of Years 10 & 11

Our 'Hot Chocolate with the Head' have provided insightful feedback about school life, with students being nominated by their tutors and Head of Year, looking at achievements and attitude to learning.



Our Homework Club is an underused resource, available from 3:10 to 4 pm to KS4 on Wednesdays and Thursdays and to KS3 on Tuesdays. Students that are finding it difficult to meet homework deadlines are encouraged to attend, where teacher support and computers are available.



## HUMANITIES



For the Remembrance assembly we focused on a moving story about WW1, inspired by the poetry of Wilfred Owen, who lived for a few years in Dunsden Green, 3 miles from MECE.



**Mr Yarwood, Head of Humanities**

## HISTORY

This term in History we have been looking at a whole range of topics and periods.

In Year 7 we have been focusing on invasions, first studying the Roman invasion of Britain and then looking at the Norman Conquest and the Battle of Hastings. It has been interesting to learn that even Britain has a past of being invaded as well as understanding key concepts such as significance, change and continuity.

In Year 9 we have been considering Reading's links to the Transatlantic Slave Trade, linking with our Black History Month focus on the Central Club Mural located in the centre of Reading. We have been studying local landmarks and considering their legacy and how this links with slavery.



Black History has even entered our GCSE courses this year as we studied Black Tudors as part of our Elizabethan study in Year 10 as well as looking at the influence of African American jazz on the Weimar Republic in Year 11.

Overall, it has been a jam-packed term and we are all excited for what is next, particularly Year 9 who are moving onto study the two World Wars after Christmas.

**Miss Shepherd**



## GEOGRAPHY

Year 7 completed a intensive course on mapping skills to begin with and have now been discussing what the UK means to them. They have analysed a poem 'The British' by Benjamin Zephaniah and are now tackling a big question about how immigration has changed the UK. You have made a great start Year 7!



Year 8 are currently looking at how diverse the continent of Africa is, both in human and physical features. They have been using their numeracy skills to interpret climate data as well. They started off the year looking at risky places and working out which was the best strategy to use when remembering how to spell Eyjafjallajökull – an Icelandic volcano which erupted in 2010 and affected air travel across the whole of Europe

Year 9 have been trying to fathom out whether the world can cope with 7.8 billion people and looking at how the world's population can become more sustainable. They are now exploring a region that has been of great importance in history since ancient times and connects the continents of Asia, Africa and Europe. I am sure you guessed it - a journey through The Middle East is their next stop!

Year 10 have made a fab start to their GCSE course and I have been so impressed with the quality of their book work and questions in class. Their main focus has been the challenge of natural hazards and more recently the impact of tropical storms. They are currently tackling some 'A' level statistical analysis.

Year 11 have been looking at what is meant by development and how it can be measured. They are going to study Nigeria in detail next term and the Changing UK economy. Keep working hard Year 11!

**Many thanks for all your support this year. Best wishes for 2021 - Mr Yarwood**

## BEYOND THE CLASSROOM AT MECE

I was extremely proud to see my two Year 10 students passionately and intelligently interrogating, debating and reporting from the Model UN during two weekends in November. This is a new project at MECE designed for students to broaden their knowledge of the world, fluency and oracy skills and understand more about politics and global policy.

The whole programme took place virtually this year and the students really took on the challenge and even dressed up for the occasion at home! The opening ceremony had over 400 zoom participants from over 30 different countries!

I do hope that many more will join in the Model UN in the summer and next year as it really is a great experience for our students. Jack and Phoebe wrote some great piece that are below.

**Ms. Hardman - Head of Science**

Journalist - Phoebe T writing for The Guardian broadsheet newspaper

### Seventy-Five years of the United Nations; A Review

The United Nations initiative was set up over seventy-five years ago to discuss concerning issues in the world. After the Second World War was over, the countries wanted peace and prosperity after all the violence and maliciousness.

During the time of the UN, they have helped empower women and promote women's rights by fighting for gender equality. They have formed UNICEF which helps governments help to improve young children's and their mother's health and education especially in less developed countries. UNICEF helps by providing all the resources needed for a better quality of life which involves textbooks and classroom kits, build wash systems that last. They also provide villages with information on sanitation. They empower communities to fight hunger and poverty and strengthen systems to prevent malnutrition before it occurs. They have helped reduce child mortality, protect consumers' health, wipe out polio, contain the world drug problem, respond to HIV/AIDS, battle terrorism, and helped halt the spread of epidemics.

The UN has gone to considerable lengths in order to keep the world harmonious and peaceful. Whilst many may not have noticed the overall impact of the United Nations, they have combatted issues and have helped the world get where it is today. Nonetheless, they are not finished as there are more problems left to deal with that are too big to dismiss.

Jack L— writing the opening of a speech given in the Humanitarian committee

The men you see before you are the representation, nay the manifestation, of the problems we face today in our society. We are in a state of public emergency and these men took advantage. These men took advantage of a scared man, a vulnerable man. No one needs to be stopped in the street harangued and harassed, especially in times of struggle. A population of approximately 400,000 East Asians living in London don't deserve to be harassed by **mindless, racist, thugs**.

This might seem like a minor incidence but if you look deeper this behaviour shows worrying signs. Who's to say it would have stopped? Would it have escalated if it went unchecked? Would it have got physical? Would it be fair to 400,000 people to let these thugs **to walk free** out on the street? The country was and still is in a state of public emergency, so the derogation of certain rights, with the exclusion of the non-derogatable rights, is acceptable and **lawful**. Not only that it is vital to stop the pandemic becoming worse than 1000 dead in two months.



## SCIENCE

We have had a great term in the Science department.

Optional homework's have seen a great take up from students and the Gifted Scientist club is now in place (over Google classroom) for Year 7-8 and 9-10.

Year 11 are making great strides and we are pleased to say that Revision Breakfast is back on from the Friday onwards 7:45am until 8:45am.

We are continuing to innovate in Science and try new programmes and are constantly adapting our lessons and work to fit the individual needs of our students. In a recent survey of the student body – 100% of the students stated that they are pleased or extremely pleased with their science lessons. 100% of our student body also stated that they understood lessons and felt supported by their science teacher. This great news for us and tells us we are definitely doing something right!

We have some exciting Christmas lessons coming up and hope to post some pictures on our twitter feed - @MECEScience

*Mrs Hardman—Head of Science*

## MATHS

It has been yet again another busy term for the Maths Department at Maiden Erlegh Chiltern Edge.

**Years 7 and 8** have been exploring the world of probability and averages.

They have learnt that as they grow up, they will need to think about their actions and what the consequences of these actions will be. It's important to know how to use probability when they make decisions about their future. Probability is a whole lot more than just selecting blue sweaters or blue socks from the drawer. Year 7s and 8's have looked into the fact that lot of people just wish that they could win the lottery as a way to solve all their financial stresses. In fact, about one-third of the adults in the United Kingdom think that winning the lottery is the best way to become financially secure. But you have a better chance of being struck by lightning or being in a plane crash (and there really aren't very many plane crashes) than you have of winning the lottery! Hopefully this has taught them some big lessons in life!

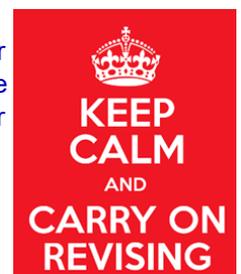


**Years 9 and 10** have been exploring the world of Algebra and how it applies to real life.

Students have learnt about the necessary calculations required if a ride were to operate at a theme park! They have also settled with the fact that they have starting learning algebra very early on but just didn't know it! For example the concept of choosing the correct trajectory so that the ball reaches the hands of the receiver comes from a student's knowledge of Algebra. By making use of variables like force, angle, and speed, the thrower tries to find the correctness of the throw of the ball. They may not have realised it, but there is no denying the fact that algebra

knowledge works behind the successful landing of a ball into the hands of a receiver.

**For Year 11's** it has really been an 'eventful term.' From mocks to results to isolation, the Year 11's never fail to combat any challenge that is thrown at them. We are incredibly proud of the way in which they have reacted to these unprecedented times and to their results from their mocks. They are true troopers and we wish them the very best with their remote provision.



## LAUNCH OF THE HOUSE SYSTEM

When we launched the house system we ran a competition for students to design a badge a motto for their houses. The winners were:

Peppard – George B (year 11) and Georgina I (Year 7), Charlie W (Year 10) and Paola B (Year 9)

Chiltern – Ben W (Year 8), Martina L (Year 8) and Jasper L (Year 11)

Abbey – Naomi S (Year 11), Lily B (Year 8), Charlotte B (Year 8) and Michael V (Year 11)

Thames - Jemma G (Year 11) and Amy C (Year 10)

The final designs are shown below, a massive thank you to Mr Watterson for producing the house badges digitally, they look amazing!



## HOUSE COMPETITIONS

On the run up to the Christmas holidays as a school we are collecting for Reading Foodbank. This is being ran as a house competition with every item of food donated worth 1 house point. Students are to bring their donations to the main hall when they arrive in school in the morning and place them on the stage behind their house badge logo. Since the start of Lockdown, the foodbank has seen a significant increase in the demand for food parcels so this a great charity to support. So, let's all work together to collect as much as we can for ReadiFood, which house will win?

**ReadiFood**  
Reading's Food Bank

## HOUSE COMPETITIONS—INTER-HOUSE FOOTBALL



During the week beginning the 19<sup>th</sup> October we held an inter-house football competition where every student in the school represented their house in an action packed 1 hour of football. The games were all played in great spirit with some great competition. The winners were as follows:

Year 7

Boys winners = Chiltern  
Girls Winner = Abbey

Year 10

Boys Winners = Thames  
Girls Winners = Abbey

Year 8

Boys winners = Peppard  
Girls winners = Abbey

Year 11

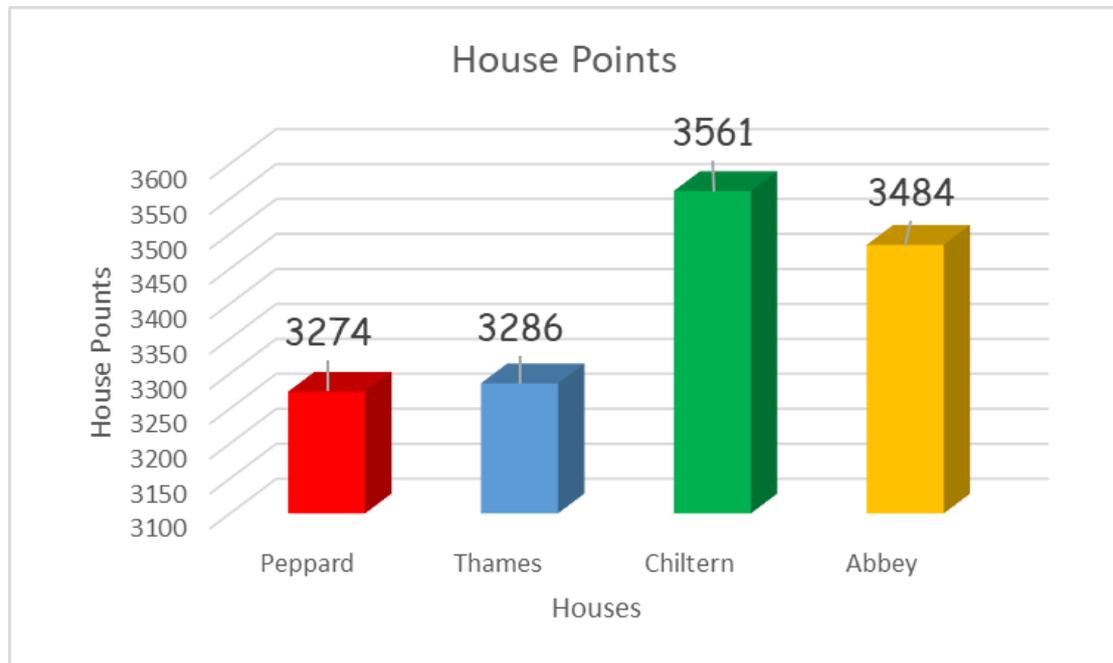
Boys Winners = Thames  
Girls Winners = Peppard

Year 9

Boys Winners = Thames  
Girls Winners = Abbey

## LAUNCH OF THE HOUSE SYSTEM

### CURRENT HOUSE POINTS



### HOUSE MEMBERS OF THE TERM

THAMES	CHILTERN	ABBHEY
 <p>Amelia B (8C) 48 House Points</p>	 <p>Matthew B (7A) 49 House Points</p>	 <p>Lola S (7D) 54 House Points</p>

PEPPARD
 <p>Ella P (7D) 51 House Points</p>

## PERFORMING ARTS



@MECE\_PA

### Drama

**Year 7** have been working on their mime skills in lessons. They have explored manipulation mime, linear mime and , more recently, personification mime.

**Year 8** have gone back 2500 years to study the origins of theatre by looking at what those clever Greeks did. Through the myths of Oedipus Rex and Theseus and the Minotaur, students have studied many of the features of Greek Theatre.

**Year 9** have been making themselves look very silly as they have been studying the bizarre world of Commedia Dell'Arte! This performance style, harking all the way back to 16<sup>th</sup> Century Italy, is a very physical comedy style that requires a great deal of skill and control.

**Year 10** have really impressed Mr Harte with their work on the Salem Witch Trials. All of them were able to create inventive and very visual performances that demonstrated a strong understanding of the devising process and how to effectively communicate on several levels to an audience.

**Year 11** Drama students have been working really hard on their devised performances. On 30<sup>th</sup> November, many of them performed these thoughtful and creative pieces. Next, they are working hard to complete their portfolios that explain this process.

### Music

We have been delighted that we have been able to have two busking lunchtimes in recent weeks. During Break 1, KS3 students have been treated to live performances whilst having their lunch. We've had songs, piano pieces, clarinet pieces and there's more to come! Not only have the performers been great, but the audience have been respectful and appreciative with their attention and their applause!

In the classroom...

**Year 7** have been working on programme music. Using the musical elements to write and compose their own music to a picture.

**Year 8** have been composing a piece using ostinato's and learning how to compose a melody using question and response phrasing.

**Year 9** have been learning all about Beethoven! They have been listening to his famous 'Ode to Joy' piece and enhancing their keyboard skills by playing through the opening melody.

**Year 10** have been analysing their first set piece Defying Gravity. They have also been demonstrating their understanding of the musical elements by composing to various set briefs.

**Year 11** are making a good dent into their coursework! They are creating and composing some compositions and are now working on their performances ready for their NEA.

### Dance

**Year 7** have been exploring the musical Lion King and African Peoples dance technique. They will learn stylised positions and movements and perform a dance at the end of the term. For their performance, the pupils will wear the mask they have been designing, making and be -dazzling at home, I can not wait to see these!

**Year 8** pupils will be looking at Hip-hop, particularly the styles of Tutting and Krumping. The pupils were also introduced to a famous hip-hop company called Boy Blue Entertainment, and watched a piece of theirs which is also studied at GCSE Dance level.

**Year 9** pupils will be exploring the Roaring 20's, and styles of Swing dance such as the Charleston. This topic

aims to tie up with History; as we explore the aspects of the [1920s](#) in America such as segregation, pop culture and the Votes for Women protests.

**Year 10** have been delving into the basics of GCSE Choreography, this includes looking at stimuli, intents, structures and devices. I look forward to seeing their duets/trios very soon!

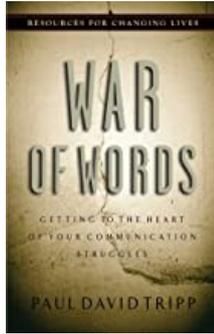
**Year 11** The year 11s have been learning their trios for their Performance Module and upcoming assessment in February. Alongside researching and choreography a dance for their Choreography component.

In terms of theory; we have re-looked at 3 out of the 6 professional works studied, and have just started re-exploring 'Artificial Things' by STOPgap company.

## ENGLISH

### YEAR 7

This term Year 7 have been studying Words of War, focusing on the themes Power and Conflict. We have been looking at a range of war poets, such as Jessie Pope and Rupert Brooke, amongst many others. We have also linked different activities to themes of war, exploring a soldier's mindset through diary entries and propaganda within posters as well as poetry. This topic is preparing the year group for the following year as they will witness poetry from a different perspective of songs relating to war, therefore showing a sequence in their learning. Year 7 have independently written their own war poems and explored the effects of the language used within the poems we have been reading.



### YEAR 8

This term Year 8 have been studying Language of War, focusing on the themes Power and Conflict. We have been looking at a range of artists, ranging from Bruce Springsteen to Stormzy, looking at different forms of war, related in music. We have been annotating sections of the songs as poetry in order to promote the two as they hold strong similar aspects. This topic will help the students to understand the different techniques used within poetry and will prepare them for their following three years within their education as for GCSE we study a poetry unit, based on Power and Conflict, therefore showing a sequence in their learning. Year 8 have also been independently analysing the language shown within the poems and focusing on the effect on the reading within their written work.



### YEAR 9

have covered the wonderful 20th century play 'A View from the Bridge' by Arthur Miller. Students delved into the world of Italian immigrants in the setting of Brooklyn, New York. A highly challenging text which was aimed at stimulating pupils' pre-conceptions of the big issues prevalent within our society such as: homosexuality, immigration and family values. Pupils reconnected with prior learning from last year of the 20th century text 'Of Mice and Men' by John Steinbeck and used their knowledge of the context to help them unravel the text itself. They have now started working on the iconic 'Merchant of Venice' by Shakespeare and are exploring the connections Shakespeare makes to modern life, moreover pupils will be studying 'Macbeth' in year 10 so this puts them in good stead for the next stage of their learning.

### YEAR 10

have officially begun their GCSE Language and Literature journey and are thriving in lessons. Pupils covered the core skills of inferred meaning relating to texts and making clear judgements. Last term, year 10 pupils studied Language paper 1 and explored multiple authors and extracts such as, 'The Reluctant Fundamentalist' by Mohsin Hamid and 'Birdsong' by Sabastien Faulks. Amazing work was produced and the maturity in students' ideas is really showing in lessons and work. Our first GCSE Literature text 'An Inspector Calls' is presently being studied. A clear sequence of learning from Key Stage 3 has allowed pupils to master their learning with independent morals.

### YEAR 11

have been continuing with their study of 'Macbeth' and have particularly enjoyed the gruesome battle scenes and the downfall of the tragic hero Macbeth. They have unravelled the Shakespearean language well from their previous studies of Shakespeare's texts in KS3. Beautiful and thought-provoking ideas have come from great class discussions. Pupils have been working tremendously hard and staff are looking forward to

## DEBATE CLUB

Debating is for everyone, for one reason – because all of us have to learn how to communicate effectively. Communication is something we all do every day and yet so few of us are taught how to communicate. Debating teaches young people how to be structured, how to think around issues, how to find evidence for and against different views and then helps them find a way of weaving that together so it becomes coherent and compelling. Not only do they learn how to speak and communicate, they also learn how to listen.

In the world right now, we need more people who can speak coherently, communicate convincingly and listen intently. We can help make this a reality. The art of speaking, communicating and listening can be taught, and should be taught and that is why we are so proud to bring Up For Debate to students at MECE!

This can be the start of a great journey for your young people. We wholeheartedly recommend Years 7,8 and 9 to be a part of *Up For Debate* – together with you, we can make a huge difference

## MODERN FOREIGN LANGUAGES

With Christmas coming, there will be some fun activities to apply grammatical knowledge and learn more vocabulary. Please make sure your child is regularly using Quizlet – this will boost their confidence! [www.quizlet.com](http://www.quizlet.com)

Please feel free to look in your child's book and test them on their words! Regular use of Quizlet, writing words on post-it notes, making lists of unknown words and putting words into sentences will also help students feel more confident in the classroom.

**Mrs Foster & Ms Biddiss**

### KEY STAGE 3

**Year 7** have been learning about items in the classroom and their pencil cases, including the use of adjectives. They can give opinions about simple things and activities as well as basic information about themselves and can recognise key questions and give the answers. A great start!

**Year 8** have learnt to tell the time, revised the future tense and have started learning about festivals. MFL have teamed with Food Tech to offer a competition on researching and cooking the Buche De Noel – pictures to follow!

In **Year 9** we continued to work on holidays and have recapped giving personal information and talking about family. Ask your child for descriptions. This week we are building confidence so they can write a paragraph – good luck!



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### KEY STAGE 4

**Year 10** has made an excellent start to the GCSE course. We have covered the topics of Family & Relationships and Technology. They have been recapping tenses and have been learning more complex sentences to make their work more interesting through work with sentence builders and whiteboards and other interactive activities. Our next topic is Home and the Local Region – what can they remember from year 8?

**Year 11** students have covered the topic of holidays and have now had an experience of the exams to come but with time to improve further. Well done to all those who put in a lot of hard work. Time to listen to French songs and watch videos to boost enjoyment and word recognition!

Here are a few ideas:

Modern: <https://www.youtube.com/watch?v=99AS1Rq5dIM>

Traditional: <https://www.youtube.com/watch?v=4dX0nIE6JL8>

## REPORTING ABSENCE AND MEDICAL APPOINTMENTS

When reporting absence our preferred way is via [meceabsenceandmedical@maidenerlechtrust.org](mailto:meceabsenceandmedical@maidenerlechtrust.org) absences must be reported each day by 8:30am. We are unable to authorise sickness absence in advance, all absence not reported will be registered as an unauthorised absence until we receive an email to advise. If 3 days of absence have occurred we will not authorise any further absence without medical advice being sought and provided.

School requests that medical appointments are made outside of school hours, if this is not possible we require notification to be provided, in cases where appointment evidence is not provided the absence will be classes as unauthorised. An appointment notification can be in the form of an appointment card, email or text message advise from your child's GP, dentist etc.

This includes appointments to CAHMS, Dentist, Hospital and GPs and Surgeries

We understand this isn't always easy, especially during the pandemic, school attendance remains mandatory and the usual rules on attendance apply, including:

- Parents duty to secure their child's attendance regularly at school
- Schools responsibilities to record attendance and follow up absence
- The availability to issue sanctions, including fixed penalty notices in line with Oxford County Council's codes of conduct.

## ART, DESIGN AND TECHNOLOGY

After another extraordinary term in the ADT department it is fantastic to take the time to reflect on some of the brilliant work which has been done in our many subjects. I really enjoy popping in to see how engaged our students are, focused on learning new skills and developing their knowledge in the Kitchen, Workshop and Art/Photography studio. I hope they have a well deserved break and I look forward to the challenges we will set them in 2021. Have a great Christmas and New Year from all here at ADT!

**Mr Watterson, Head of Art, Design & Technology**

### ART, CRAFT & DESIGN



The Art studio has been a buzz with activity this first term and we have successfully completed some amazing projects: In Year 7 we have been studying Mark Heard and creating our own collage birds as a personal response; Year 8 have been painting food work based on the artist Sarah Graham and Year 9 have been creating wire figures and Year 10 have been exploring different forms of print making while looking at identity.



### DESIGN & TECHNOLOGY

The workshop has been a hive of activity this term with: Year 7 have just finished their photo stands; Year 8 polishing their Pewter jewellery and keyrings; Year 9 being right on time with the completion of their amazing clocks; Year 10 have just finished their speaker units and Year 11 working really hard on their final term projects while checking out their theory



knowledge in the mock exam.



### FOOD & NUTRITION

In the MECE kitchen this term students have created many amazing culinary creations: Year 7 making Mac and Cheese; Year 8 looking at dishes from around the world including Asian cuisine serving up some delicious sweet and sour chicken; Year 9 have been considering food waste and honing their skills making dishes including samosas and fantastic chickpea curry and lentil stew.



Year 11 are now approaching the final stretch of their GCSE and did an amazing job last week with their Mock Assessments creating some beautiful street food inspired dishes.



@mechilternedgedt



@MECEADT1

Thanks to the friendly and helpful staff at **Playhatch Garden Centre** for donating us a beautiful tree again this year.



<https://britishgardencentres.com/playhatch-garden-centre/>

We will be changing the use of the CESA Facebook page so that it is purely for fundraising posts and promotion of businesses and organisations that support CESA. We ask that you use the parent-run, private Facebook group for your child's year to ask school related questions.



Search for the following on Facebook groups:

- \* New Starter 2020 Year 7 Maiden Erlegh Chiltern Edge
- \* Chiltern Edge starters 2019
- \* July 2023 Maiden Erlegh Chiltern Edge Leavers
- \* Chiltern Edge - class of September 2017
- \* July 2021 Maiden Erlegh Chiltern Edge Leavers

Let's change the way we all think and act about mental health



Follow us on..



## FACILITIES HIRE



We are delighted to be able to offer our facilities for hire to our local community. [Click here for further information.](#)

## TERM DATES 2020-21

CLICK ON THE ICONS &

### Spring Term

4 January -12 February 2021

22 February – 1 April 2021

### Summer Term

19 April – 28 May 2021

7 June – 21 July 2021

### Professional Development Days

(school closed to students)

27 January 2021

1 July 2021

## PE Department

*Click here to view our latest Sports Bulletin*



## ParentPay

Click on the ParentPay logo to login and register your account.

Any queries please email us at

[ParentPay@maidenerleghchilternedge.co.uk](mailto:ParentPay@maidenerleghchilternedge.co.uk)



# ParentPay

## Letters for Parents

[www.maidenerleghchilternedge.co.uk/letters-for-parents/](http://www.maidenerleghchilternedge.co.uk/letters-for-parents/)

*Click here to view recent communications*

