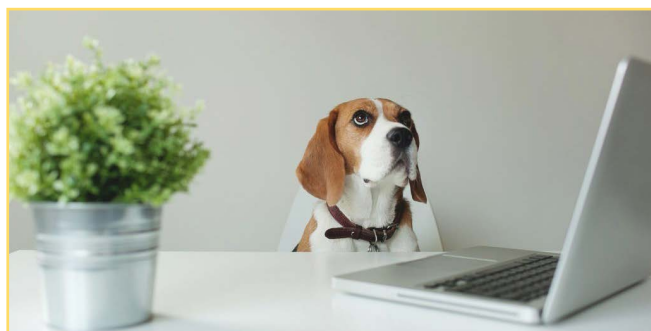


Wallingford School - House Newsletter

Friday 12th February 2021

Assembly: Productive Dog Working From Home

By Ms Lee-Brydges



Last term I hope that many of you remember my virtual assembly on 'productivity'. Students that have been with us for a few years will also remember my use of 'productive dogs' to emphasise a few top tips!

Now that we find ourselves working remotely, I wanted to revisit this theme as it is still very much relevant and all the more important to keep ourselves productive and positive in order to continue to make good progress in our learning. I am sharing 4 of my top tips to help you stay focussed and hope that you can apply these strategies to boost your productivity.

Tip 1: Create "work" triggers for your brain

When you go to school, the daily routine of getting ready and getting to school helps your brain get ready for the day. These routine events are called "start the day" triggers. When you are working remotely, you can create "start the day"



triggers that get your head ready for school in a similar way, like exercising just before you start your work, reading the news, or making your breakfast. Remember breakfast is super important for productive minds!

A workspace may also be key to productivity. If you can sit down and be productive anywhere, that's great. If you need more structure, establishing a designated workspace - whether it is a space in your bedroom, a desk, or just a clean part of your kitchen table - can help tell your brain you are in the place where you do work productively and without distraction.

Distractions are one of the biggest challenges of working remotely. To keep your brain in the right mode, avoid doing nonwork tasks during your schoolwork time. For example, schedule a separate time to do activities like contacting your friends and all meet online at the same time.

Tip 2: Stay motivated with a list

A simple to-do list for your schoolwork can do wonders for keeping you organised, motivated, and productive as you work from home. As you create your list, think about the order and priority of work. Is there a big piece of work that is urgent, or do you have longer to complete it? Do you need to get the quicker tasks done first? Checking off any tasks or goals lets you know you are making progress, which gives you positive reinforcement throughout your day. Try to break down any larger tasks into smaller 'to-do' tasks that you can tick off. School work feels much more doable when it's not all one giant job!

Write or type out your list instead of just having it in your head. This way, you won't have to devote headspace to constantly remembering what you have to do, and the pleasure of crossing tasks off your list can help you stay motivated.



Satchel has a feature for ticking off the boxes, which essentially offers the same thing, so make sure you use this. But do keep track of what you need to do and reward yourself when you complete tasks!

Tip 3: Keep to your timetable and remember to eat!

Remote work requires a schedule. Using your timetable is the best way to keep to a schedule and stay productive.



Our school timetable has scheduled breaks, and these are important! Take them. You might even plan out what you will do in your breaks as this means you have something to look forward to. This could be as simple as eating a snack, saying hello to a sibling, or going outdoors for a few minutes. You will feel better for this, and ready to remain productive.

Do remember to eat. Breakfast is the most important meal of the day. You don't need much, but your brain needs calories to think. Drinking plenty of water helps keep you hydrated and awake and refreshed. You should be drinking around 2 litres of water a day. Are you?



Tip 4: Interact with others

Doing your schoolwork from home might seem like a solo experience, but it usually still involves interacting with others, whether it's meeting with your classes, saying something in one of your 'live' lessons, or sending a message to your teacher. It is important to stay connected, not only with your peers, but also the school community. This will help you stay motivated and productive as you can see others in the same position.



Do say 'hello' to your teachers, do contribute to any discussion and do try to speak when given an opportunity. You will feel good for it and others will follow and do the same and together you will create a really good and productive atmosphere for learning and it is good for your wellbeing.

So, although we are not in the productive environment of the school, we can still all be productive whilst at home by following some simple routines and tips. Good luck with everything and just remember to look after yourselves too.

Wellbeing: Create a Walking Photo Diary



You may remember our many photo challenges during lockdown 1.0 - this was a fantastic opportunity for us to recognise student talent.

We learned that **Charlie Light (Year 10)** has a great eye for photography and decided to set him a new challenge...

At the beginning of term we asked Charlie to send us a collection of photographs representing walks he has taken in his local area. The idea was to combine the simple act of a walk with your willingness to observe and be mindful of what's around you.

We asked Charlie what he likes about photography...

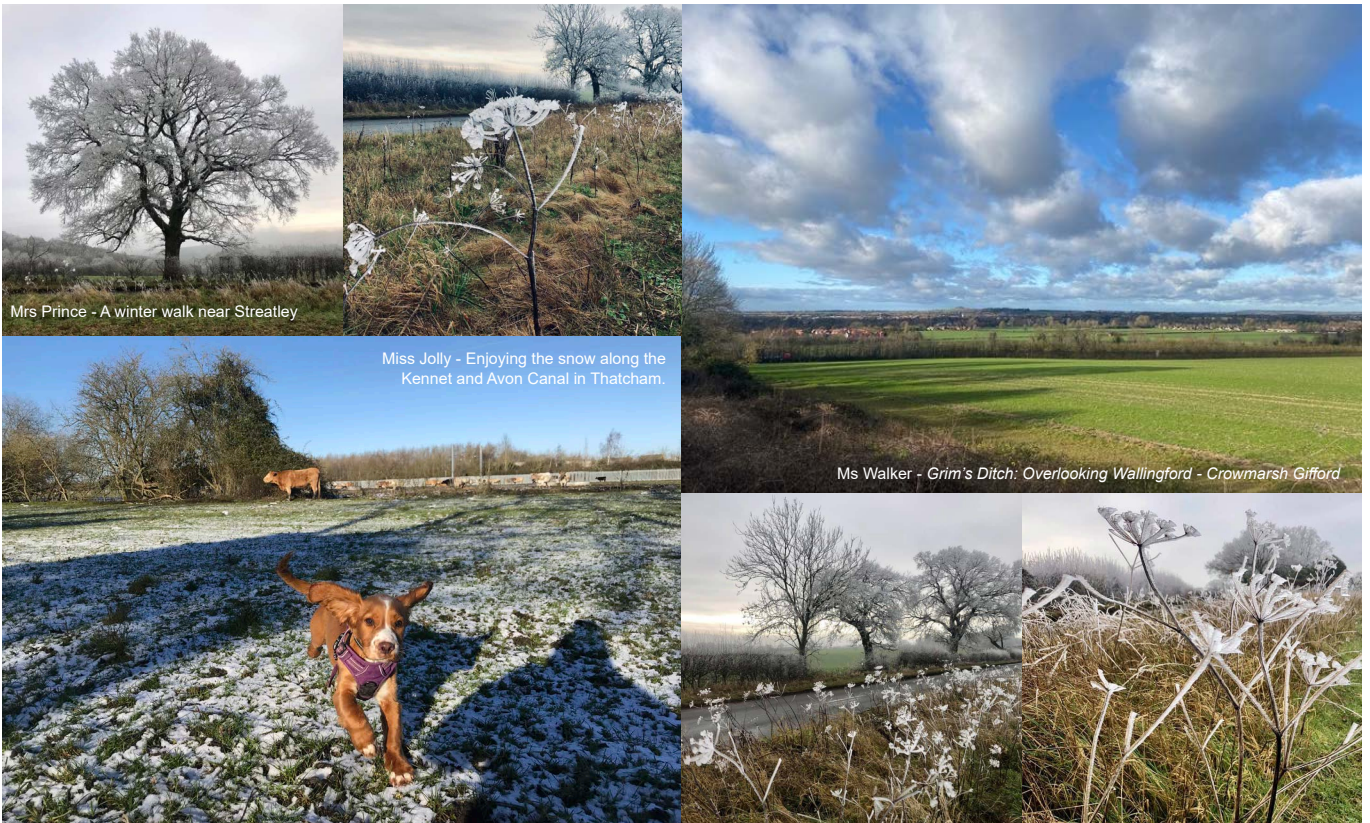
"I like photography because of the journey. Waking-up before everyone else and not being able to see the landscape, but knowing it's right there waiting for you! It's an amazing feeling."

We would like you to think about this over half-term - take yourself on a walk and explore the landscape around you. This could be the wider landscape or just small details - observe and capture this in a photograph. Please send your photos to socialmedia@wallingfordschool.com

Charlie's walking observations...



We asked our staff for their walking photographic contribution and here's what the came up with:



Wellbeing: Baking makes life in lockdown a little bit sweeter...

We heard from **Lottie Tandy (9AWA)** last week, who has been spending her spare time baking; here's what she had to say:

"Baking is my go-to, it helps me with my mental health at the moment. I really enjoy it and I like surprising my neighbours with sweet treats, socially distanced of course! It gives me time away from screens and phones, but more importantly I get to spend quality time with my Mum"

Lottie's Mum told us that she spent a whole afternoon baking, starting with choc chip cookies, followed by brownies. But her real triumph was a Red Velvet Cake, and it was her first attempt!

Let's all lead by Lottie's example, and get creative with a little therapeutic baking time!

Here's a recipe for [Red Velvet Cake](#) you could try over half-term - enjoy!



Please send your baking photos to socialmedia@wallingfordschool.com

The Importance of Being... Independent

We caught-up with **Rowan Harink (8CSU)** who described his love for cooking and eating :) We'd also like to pass on his wise words - the importance of being independent!



"I like cooking because I enjoy eating what I have made and think it is fun to make something new. I also like to cook because I can pick what I have to eat, even if it takes a long time to make. I'm not relying on my parents to make food for me - I can just make it myself!"

I think it is really important to learn how to cook for yourself - relying on someone else to cook for you is pretty bad. I hope I can carry on cooking and get better with more practice in the future."

Some of Rowan's favourite recipes are:

Homemade pasta from eggs and flour, homemade pizza, cookies & cakes, Thai Curry, and many more!



Time to Pursue a New Hobby

By Wilfrid Venners, Year 8

If like me, you spent all your time at home during the first lockdown, you would have found the time to pursue a new hobby.

With the extra time I had, I took the opportunity to perfect my skills of cooking and baking. I was able to do lots of things, ranging from the research of yeasts and making bread, to finding the best brownie recipes ever! I was inspired by many people online and watched a lot of videos on YouTube of celebrities like Gordon Ramsay and Jamie Oliver. I went back to basics and learnt skills such as how to cut properly with a knife. I found the time to practice and perfect these skills by preparing the food for many family meals which went down well with my mum! After spending a lot of time experimenting with different cooking techniques and styles, I found that I loved bread making. It was helped by the fact I did some research and learnt about yeasts and the general requirements of bread.



I also loved baking lots of goodies such as brownies, cakes and lots of fudge! A personal favourite of mine, was when I made my sister her birthday cake using a madeira sponge (which is a denser cake with more eggs) decorated with coloured fondants. I had so much fun shaping them and making a scene on the side!



The overall favourite of my family was the pasties that I made. This recipe was another video that I found on YouTube as it was easy to follow, and certainly very tasty!!!

I really recommend cooking and baking as it is a very calming and relaxing hobby. I have learnt so much over the past year, but I have still got a lot more to learn! I am looking forward to being more adventurous with foods and flavours as I get the opportunity to cook more.



The Great Half-Term BAKE-OFF!

Inspired by **Wilfrid**, we would like you to take on the theme of HOBBIES for our half-term BAKE-OFF challenge!

Unfortunately, we won't be able to judge by the usual taste test, so we will be judging purely by decoration only. Although we would very much welcome a taste test review from your family.



So, get thinking about your favourite hobby, and then design and make - we can't wait to see what you come up with!

Please send your cake photographs to socialmedia@wallingfordschool.com by **Wednesday 24th February** - include your name, Form and House. We will post your entries on Facebook and the winner will be judged by the number of likes they receive - good luck!



Modern Foreign Language

Bonjour! Hallo!

In this edition of the newsletter **Frau Maly** has written a very interesting piece about the cultural dimension to learning a language.

On 20th December 2020, I arrived at Vienna Airport and was able to hug my parents again. After a year of not seeing each other, I can't put into words how happy I was. Although the pandemic



forced me to isolate for 10 days on arrival in Austria, Christmas was still the same. My family's traditions are baking Christmas biscuits, which are Vanillekipferl, Linzeraugen and Halbmonde, and watching Heimatfilme, films from the 50s, 60s and 70s which always have a happy ending. This might sound similar to what British families do, watching films and baking, but Christmas in Austria is different. In every little

village Christmas markets will brighten your mood, December's frosty mornings let tree branches sparkle in the sunlight and depending on where you live in Austria, snowy landscapes will look particularly serene and peaceful during the Advent season.



Christmas itself is different too, as we exchange presents on the evening of 24th December and tell children that the Christkind (an angel, usually depicted with blond hair, a white dress and wings) brings the presents. Many of you might think that this is not the 'right way' to celebrate Christmas, but I do not think that there is a right or wrong way, as long as you are with your loved ones and happy, what more could you ask for?

The reason why I am talking about my traditions is because learning languages is about far more than learning new words or grammar. It is about understanding different cultures and being mindful and respectful that there are many ways to celebrate certain events. This year has forced us to cancel all of our beloved trips to France and Germany. Year 9s would have had the opportunity to experience German Christmas markets themselves, Year 8s would have travelled to Dieppe this summer, Year 10s and 12s would have stayed with their host families in Bad Wurzach and Grenoble for a week, and Year 7s would have gone to picturesque Aachen/Boulogne for a day. This has made me think a lot about how we can teach languages at Wallingford School. Since we cannot go anywhere, we can bring culture into our houses, with delicious traditional food from German-speaking countries.

In term 3, second year German students had the opportunity to learn about traditional food from German-speaking countries. This is not only a chapter in a textbook, but also an invitation to welcome my culture and traditions into your homes. I have given students optional tasks to bake, cook or to have a traditional German breakfast with their family. The Languages Department was amazed by students' pictures of bread, breakfasts and other dishes, the sheer enthusiasm of our students has blown us away, and we are glad that students have been embracing new food and traditions.



What I would like you to take away from this is to be curious about different cultures, their traditions and dishes. Especially during these tough times, doing something together as a family such as sitting at the dinner table and eating food from a

different country, is a wonderful opportunity to experience another culture. I hope you feel inspired to try Germknödel, Kaiserschmarrn, Reibekuchen, Rösti or Wiener Schnitzel - Guten Appetit!

Introducing Our Language Interns...

Ms E Juin-Rimbert (MFL)

Hello to all students and parents at Wallingford. I am Miss Juin, and I am seizing the opportunity to introduce myself to you all as an intern in Modern Foreign Languages at Wallingford School.

I have always been an enthusiastic linguist, fascinated by the study of languages: I have always been familiar with a foreign language being spoken at home, and I studied English and German in France, my country of origin. I moved to the United Kingdom in 2018 to be a French Language Assistant at The Abbey School in Reading, where I stayed two years. Teaching my language and my culture to young students then became a passion, and I decided to start my teacher training for French and German at the University of Oxford last September. My internship placement in Wallingford School began in October, and I have learnt so much there already. I feel particularly lucky to complete my training in such a positive community, where I am surrounded by supportive staff and motivated students! It is a real pleasure.

Outside of teaching, I am passionate about literature, cinema, music, and art. I have been dancing ballet for almost 20 years, which I also consider as a language and a different way of expressing oneself.

I am thrilled at the idea to resume my teacher training at Wallingford in the coming terms.

Mrs J Keeling (German & French)

Hello, I'm Mrs Keeling and I will be teaching German and French at Wallingford School this year. I have lived in Oxfordshire for most of my life, but before I moved to Oxfordshire I spent some time at school in Germany, and I also spent time studying at the University of Vienna, Austria.

Having picked up the languages 'bug' when I was quite young, I now try to travel as much as I can with my family (although that's hard right now!). When I'm not at home in the UK, you're most likely to find me somewhere on a French mountainside, on skis or in hiking boots, depending on the season. Back at home, my passion is taekwondo and I also love music, and just getting lost in a good book.

After working in marketing & market research for a number of years, and having seen my own children grow and flourish at school, I decided to embark on a teaching career, hoping to inspire more of you to learn a language and discover different cultures. I'm really looking forward to meeting more of you once we're all back in school, but for now I'm really enjoying teaching and sharing my love of languages with some of you in our live lessons. Thank you all for making me so welcome.

Spirited Arts 2021 Competition

Miss Frackiewicz sent us the following RS competition and is very keen for you all to get involved - you can find full details on their website here: [Spirited Arts 2021 Competition](#) and a supporting [PDF](#)

So, get ready to join hundreds of schools from around the world taking part in this year's Spirited Arts competition! They welcome entries in (almost!) any artform, including:

Art (painting, drawing, sketching etc), Poetry, Photography, Dance, Music, Drama and Sculpture.



English

In English with **Year 9** we have been working on the use of persuasive language in our writing. We have been particularly focusing on the use of rhetorical devices and persuasive techniques. This is the work of one of our brilliant Year 9 students from Miss Cheng's class, **Samuel Csibi**.

The Immoral Influence

Social Media. Its influence reaches everywhere on our planet. It started as an innocent creature, helping communication and was a promising new innovation. However, the monster developed until it could finally show its true colours. It's engineered to keep you coming back for more, and it drains your wellbeing each time you return. How are we letting this malicious business practice operate right under our very noses?

It may have once been a form of communication, but the operation is now so much more. Reports made by the BBC and multiple studies show that social media is designed to be as addictive as possible. Social media employs an endless feed so that there is always something for us to focus our attention while they secretly sell you as a product to advertisers.

You may be wondering, why is it so bad if I get personalised content? The truth is that it doesn't matter if you're not doing anything wrong. It doesn't matter if you want it or not. They will always be gathering data, and it's not always only normal advertisers that get this data. When organisations such as the FBI ask for user data, even the companies running the social media services have no say in what happens. The fact that these companies store your data in servers is quite dangerous. Data breaches such as the infamous Yahoo data breach means that if our location, names and phone numbers get into the wrong hands, then we will all be in trouble.

However, it gets much worse. Not only do these companies glue victims to screens and slowly steal their private information, but they cause you suffering in the process. Social media has questionable intentions, and it isn't simply for passion of the ability to communicate. By making sure their users are insecure, they can act like their service is the cure to their overdose, but they are instead supplying the same deadly drug. The name "social" media is nothing but a lie. By

using these products, society is getting more distant and separated. Many people become more distant and have lost vital face-to-face social skills. This ruins the fundamental life in our society that we have worked for hundreds of years to perfect. Humans are social creatures. We depend on our ability to communicate, and that has proven to be a good thing. How will we be able to maintain balance in our way of life while social media directly attacks it?

A lot of people don't take mental health seriously. However, it has a direct impact on both our virtual lives and our real lives as well. Damaging somebody's self esteem enough can lead to anxiety and clinical depression. These are both extremely serious mental conditions and can cause people to use incredibly unsafe "coping strategies" such as drugs, alcohol, as well as more social media. All of these options only worsen the situation, and can lead to increased likelihoods of suicide and cancer.

Even though our society is quietly and stealthily being sabotaged by these organisations, and it may not seem like there is much hope we can still stop this by raising awareness. We can still let our voices be heard and tell companies what we think of their scandals. Nobody wants to be responsible for suffering.

In **Year 8** we have been working on the tradition of epic poetry. **Poppy Chadengad**, in Mrs Hands' class, created this inventive story of an epic hero for our times using the conventions of ancient epic heroes from our literary past.

The world is dying. So are the inhabitants of that planet. A nasty virus (who goes by the name Covid) has Earth trapped in the cold, tight grasp of his palm, ensuring that no light enters through and isolating everyone and everything. There is only one person who can stop Covid and his wishful desire to control the world. The boy with the magical blood. The boy who has a Goddess for his mother. The boy with a dead father. The boy who does not know who he is. He, only he, can stop Covid.

Adonis Selinofoto was a normal (that's what he thought back then anyway) boy in a foster family. He was a tall, average-sized boy who had tree bark hair and hazel eyes. He never knew anything about his real family and he never cared. He didn't have many friends and put

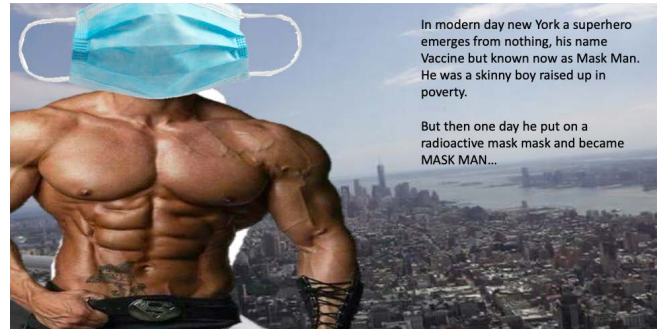
himself before others. He was dangerously brave because he knows that he has nothing to lose.

One night however, a strange being appeared to him. A beautiful lady, who shares the same eyes as his, ran gracefully down a set of stairs from a white, glistening orb in the calm night sky, all the way to him. She told him that he was the only one who could save the humans from extinction and in order to do so, the eyes of Covid should be staring right at him, watching him die.

He blinked for barely a second and she was gone. He thought that he must have been hallucinating but the next few days, as if everyone was possessed, they all told him the same thing but with no expression and their iris changing into a glistening white. He wasn't scared, he was intrigued, but he had enough of this because it was getting tiring.

In a blink of an eye, he found himself, face to face, in the middle of nowhere, staring through a hideous ghostly figure. Covid. Don didn't want to die, he wanted to defeat Covid and become loved by everyone. But no-one loved him, and he realised that, and he also realised that he shouldn't have to die for anyone else. His life was more important to him more than anyone else's. Covid, taking this as a chance, thrashed into Don, releasing all of his venom into Don's body making him extremely weak and on the verge of death. But little did Covid and Don know that Don's blood was magical. It was the cure. It was the vaccine. Don, on his knees, felt his blood exiting his body and washing over the Earth, curing and protecting its inhabitants and then he saw Covid dying, disappearing into thin air and that thin air, leaving Earth's atmosphere. Don smiled as he curled into a ball and fell asleep. He never opened his eyes ever again.

And taking a different, but highly entertaining approach, we wanted to share a couple of slides from **Thom Gordon's** PowerPoint epic tale of Mask Man and the Coronavirus.



In modern day new York a superhero emerges from nothing, his name Vaccine but known now as Mask Man. He was a skinny boy raised up in poverty.

But then one day he put on a radioactive mask mask and became MASK MAN...

And finally, a tragic and moving ballad from **Poppy Gould** in Miss Ward's Year 8 English class. Poppy was clearly inspired by our work on the ballad 'The Highwayman' by Alfred Noyes to write her own amazing narrative ballad.

The Tragic Story of Billy and Elizabeth

Glossy green trees swayed playfully,
Dusty pink blossom hung daintily amongst the leafy leaves,
The road a ribbon of gold, the bubbling stream
Gurgled like a baby under the chestnut bridge,
And Billy came whistling _____ whistling _____
Billy came whistling up to his lover's door.

She opened the door with open arms,
Her beautiful face full of charms,
They danced under the moonlight
And they kissed in the moonlight
Under the twinkling sky.

And in the blanket of darkness,
Amongst the blossom trees
Stood a man his eyes full of greed,
He watched the two lovers,
Rubbing his hands with glee.

He didn't come at sunrise, he didn't come at noon
And neither did he meet her under the glowing moon.

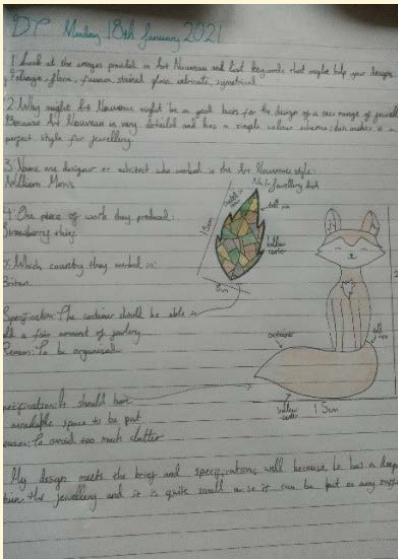
Elizabeth came walking _____ walking _____
Elizabeth came walking up to the master's door.

Crumpled in a heap, her lover's body lay
His skin bruised and blue,
His lips as white as dew,
In her grief she grabbed a dagger
Plunged it into her side before she slowly died.

So this ballad ends but if you come at the dead of night
You will find the ghost of Billy come whistling up to his lover's door
And Elizabeth opening the door with open arms,
Her beautiful face full of charms....

Design Technology

Despite not being in the classroom, we have been immensely proud of the commitment and attitude of our students across all year groups. Of course we are looking forward to returning to school when the time is right, until then let's celebrate some of the wonderful work we have had submitted this term!



Cecilia Upcraft, Year 7

Design Technology
KS3
Elephant Project

COMPUTER GENERATED DESIGNS

IDEA #4

IDEA #5

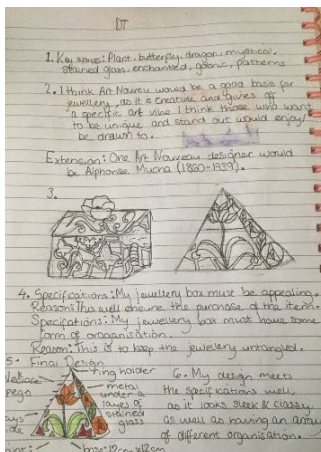
IDEA #6

Conclusion:
Idea 4 has a simple and effective design, and it uses a variety of colours. Idea 5 is much more blocky, but even so is very visually enticing. Idea 6 has a certain psychedelic nature to it, but even so, it is still a cracking piece of art. All the people I asked said that they liked design 4 the best. With this information in mind, I am going to use design four on my Eames Elephant.

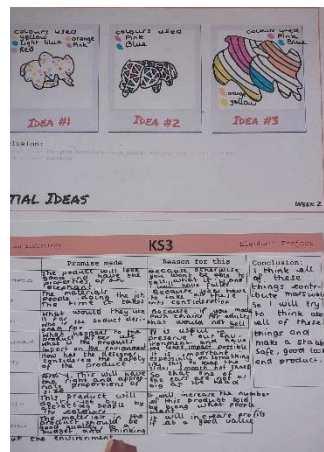
INITIAL IDEAS

WEEK 2

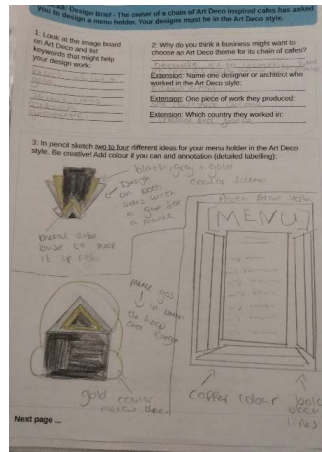
Harvey Brewer, Year 7



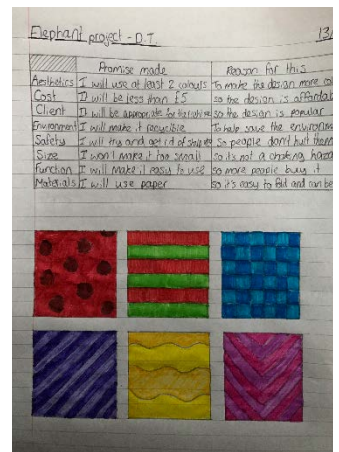
Daisy Parker, Year 8



George Plant, Year 8



Isobel Smith, Year 9



Molly Flynn, Year 9



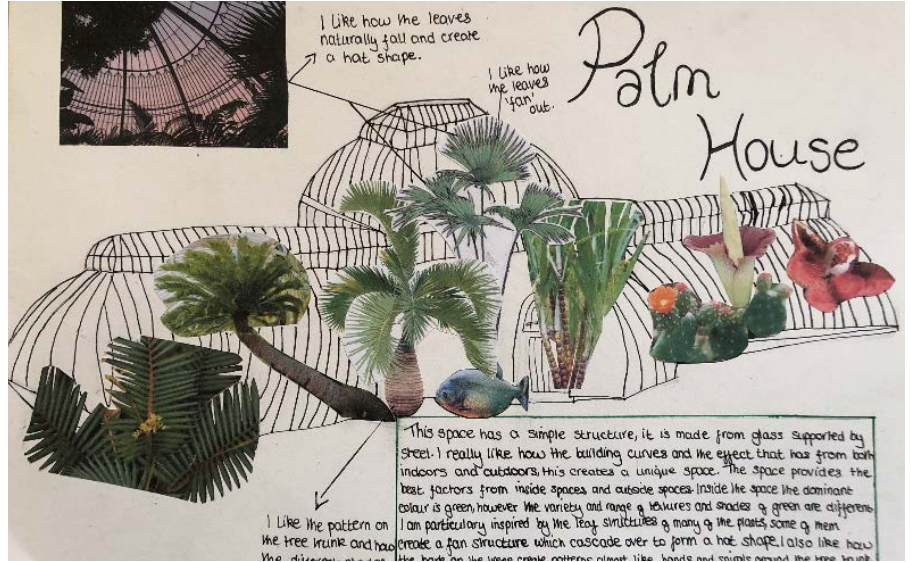
Millie Cox, Year 9



Jasmine Boddey, Year 10



Laura Harvey-Heys, Year 10



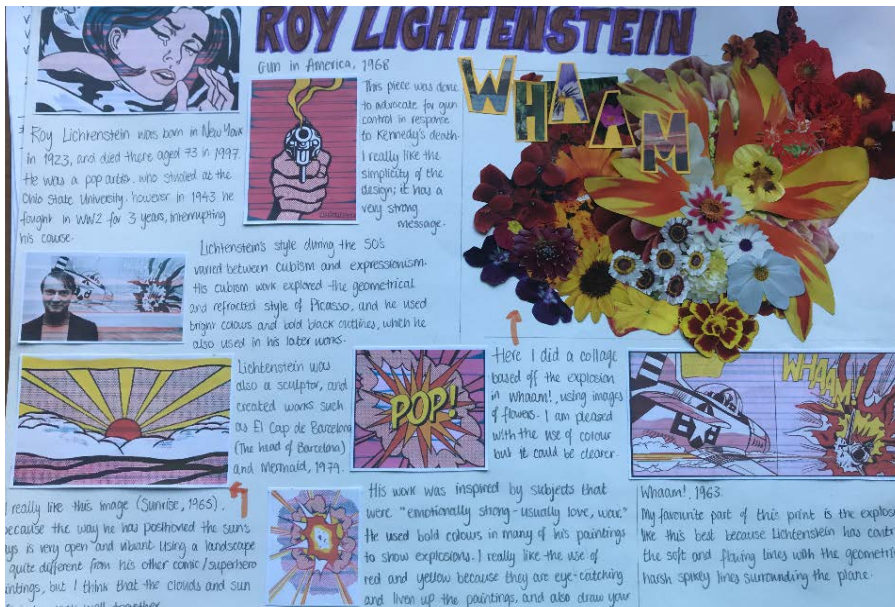
Ruby Keable, Year 10



Katie Ratcliffe, Year 10



Jonty Walker, Year 10



Meera Clark, Year 11



Sam Earl, Year 11

Welcoming Mrs Hodges to the Art Department...

Hello, my name is Mrs Hodges and I am the new Art teacher here at Wallingford School. I've been a teacher for a considerable time now and have worked in schools in Reading, York and Marlow. I'm really happy to have joined Wallingford School, although our current situation has made it an unusual start to a new job! My online classes have made me feel very welcome, but I can't wait to meet everyone in person back in the classroom.

I have always loved art; I took an Art foundation course and went on to specialise in Textiles and Fashion, completing my degree at Winchester School of Art. I started my own business as a knitted textile designer, which involved creating innovative fabrics that I embellished with embroidery, printing and beadwork. My claim to fame is that Jodie Kidd wore a garment that I created for fashion designer Marc Jacobs in a New York fashion show.



Above: This is one of my mixed media pieces created using tissue paper, watercolour and coloured pencil on a 60 x 60cm canvas. Inspired by my own photograph of an ammonite taken in Lyme Regis.



I moved into teaching in 1997 and I haven't looked back; I love it! It gives me so much joy to introduce creative techniques to my students and they never cease to amaze me with the incredible artwork that they produce. The wonderful thing about teaching art is that you get to try all sorts of different techniques. I get great pleasure from drawing, painting, ceramics and printmaking. In recent years I have focussed on etching and mixed media work in my own artwork. I have been lucky enough to exhibit at various Arts Trails and through the Reading Guild of Artists and Henley Arts and Crafts Guild. I hope that these sorts of events will be able to take place again soon.

My other passion is horse riding. I help my friend to look after her horse and am lucky enough to be able to take part in competitions. I compete in an event called TREC, which is not such a well-known riding discipline. It involves orienteering and negotiating a series of obstacles. Rose, the horse, is very good at this – her owner has schooled her well – and she helped me to win the grass roots level national championship in 2019.

I'm really looking forward to working with your children at Wallingford School and helping them to discover the amazing things that art has to offer.

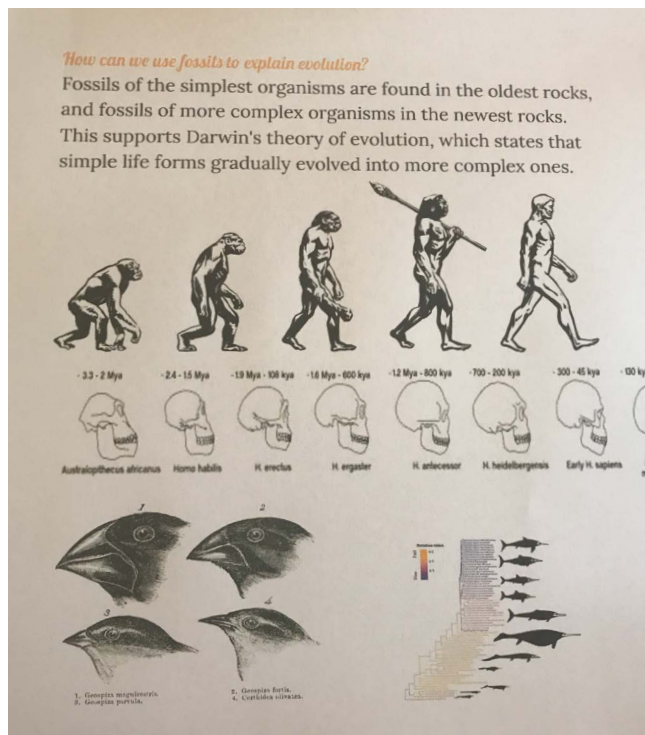
Year 7 STEM

Last week one of the largest dinosaur footprints was discovered by a four year old girl in South Wales, and this ties in very nicely with our Year 7 STEM Fossil project.



This term, our Year 7s have been discovering and researching all there is to know about fossils - what is a fossil? How do fossils form? What can fossils tell us? How can we use fossils to help us explain evolution?

We learned that **Harry Broomfield** has a very keen interest in fossils; here he explains a little bit about fossils and evolution:



We are very lucky to have the Museum of Natural History, Oxford, on our doorstep, and there's a fantastic amount of information to be shared if you'd like to find out more; including the Oxfordshire dinosaurs. Please visit: [Museum of Natural History, Oxford](https://www.naturalhistory.ox.ac.uk/)

How about checking out some video clips from one of our favourite natural history presenters: [Sir David Attenborough's Love for Fossils](https://www.youtube.com/watch?v=...)
Or a few 3D scans created by the Natural History Museum, London: [Darwin's Fossil Mammals](https://www.nhm.ac.uk/research/3d-scans/)

Harry told us that he "loves fossils and fossil hunting". He visited Dorset on the Jurassic Coast last summer, and this is what he found:



We asked our fellow Geographers for their favourite coastal locations for anything to do with rock formations, fossils or just an interesting area to explore:

Mr Jackson suggests Silverdale in Lancashire - it has loads of limestone coastal features and views across Morecambe Bay to the Lake District!

Ms Lee-Brydges recommends Exmouth Beach. This beach has some really impressive cliff formations where you can see the layers of rock. There are quite a few rock pools here to go exploring for interesting rocks, which is always fun (sadly I've never found any fossils). The beach itself is vast and if you go there in the afternoon the sunset is particularly impressive as the light will often shine on the mouth of the river Exe and highlights Dawlish Warren which you can see on a clear day across the estuary.

A little further afield there is a place in Canada called 'Fort St John' – (just north of Dawson's Creek!). It is in the heart of British Columbia and although not a coastal location it is very famous for fossils. In some places you can stop on the road and pick up some rocks, and you are bound to come across something! I brought back a handful of fossil I found by walking up a path just by the road side. Deeper into mainland Canada is a state called Saskatchewan – this is dinosaur country!! There have been many discoveries of dinosaur fossils here on the plains and it is an impressive place to visit. The largest T-Rex skeleton has been unearthed here – they have named him 'Scotty'.

Never stop exploring - it is so much fun!

What's Your Movie Choice For Half-Term?

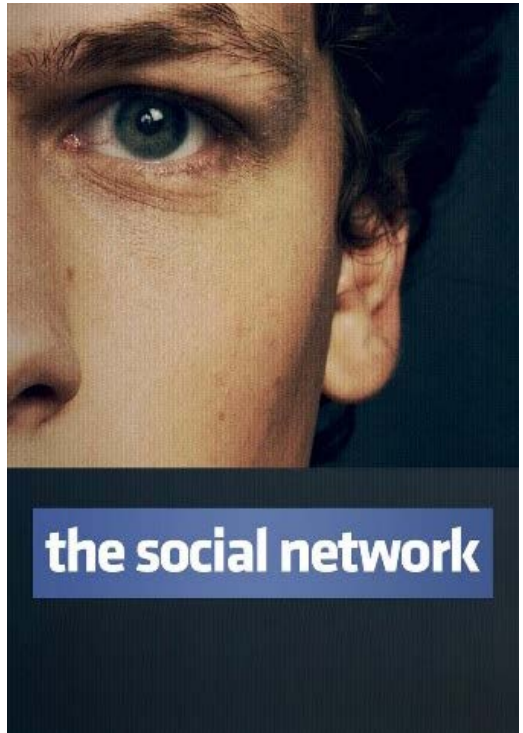
Moving from one of our youngest students to Sixth Form - we asked fellow Media Studies student **Reuben Prince, Year 12**, to put his studies into practice and create a couple of movie reviews for your half-term viewing pleasure. Here's what he came-up with:

The Social Network (2010) Dir. David Fincher
(spoiler free) (PG 13)

“YOU DON'T GET TO 500 MILLION FRIENDS WITHOUT MAKING A FEW ENEMIES”

The Social Network is a 2010 thriller/drama directed by David Fincher. The film follows a young Mark Zuckerberg, played by Jesse Eisenberg, and seeks to retell the story of the creation of Facebook.

David Fincher is one of my personal favourite directors. He has seemingly mastered the art of the thriller and has been able to turn a story that is relatively uninteresting for someone outside of the tech development industry into an incredibly enjoyable ride. The film differs from a lot of modern biopics in the sense that it not only shows the many flaws of Mark Zuckerberg but makes an active attempt to show you the ugly side of his personality. The film does however take some creative liberties in what happened, such as the reason for the creation of Facebook itself and a few others (which I cannot list without giving away spoilers). Despite this, the film doesn't shy away from how manipulative Zuckerberg is and it still makes for a great story and drama nonetheless.



Every actor and actress in this film is doing a remarkable job, even Justin Timberlake, playing Sean Parker, who comes off as even more unlikeable than Mark. A great example of how good the performances are in this film is the famous flip-flop scene, I will not give away any spoilers, but this scene is absolute perfection; the culmination of story, acting, score and camera work is utterly flawless. Somehow, the score by Trent Reznor and Atticus Ross may even top the performances. It seems relatively simple and isn't some out of this world John Williams soundtrack, but it sets the tone wonderfully, by utilising synth music and piano.

The film also has some outstanding visual magic in the way it deals with the Winklevoss twins. For the film, the VFX team doubled Armie Hammer for every scene featuring both the Winklevosses. When they had to physically interact, Josh Pence was used and Armie Hammer's face was seamlessly CGI'd over Pence's, something Pence was not originally told; as far as he understood, both him and Armie would be playing the Winklevoss twins. However, he reportedly took it very well.

Everything in this film comes together perfectly from Fincher's precise screen play, Aaron Sorkin's script to perfect performances all round and I believe it is one of those films that you have to see before you die, even if you have no interest in Facebook or business. Overall, I'd rate it a 10/10.

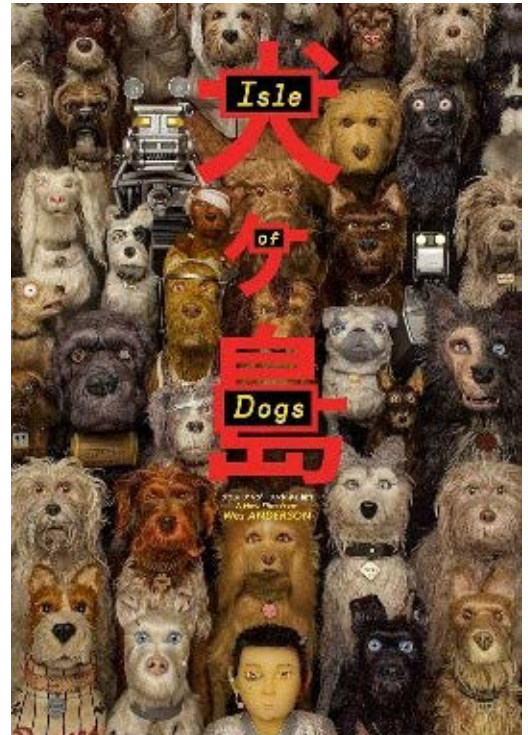
Isle of Dogs (2018) Dir. Wes Anderson

(spoiler free) (PG)

I am a huge sucker for a Wes Anderson movie. Whilst a lot of people justifiably call his idiosyncratic, symmetrical framing, dialogue and directing obnoxious, I adore the style. Wes Anderson is very unique in the way his films look and feel; every frame is seemingly perfectly symmetrical and pastel. The dialogue is quirky and whimsical, and he always seems to have an endless supply of A list actors at his disposal and, of course, Bill Murray in almost every movie he's made.

Isle of Dogs is a film about a boy searching for his dog after all dogs have been banished to Trash Island due to an outbreak of canine flu and, whilst being made in stop frame animation, is no exception to the meticulous symmetry and the whimsical art direction Anderson is renowned for.

As I just mentioned, Isle of Dogs is shot entirely in stop motion, similarly to another Wes Anderson flick and my favourite movie of all time, Fantastic Mr Fox. They were able to do this by constructing extremely detailed miniatures and making one tiny movement with them per frame. When it's all stitched together, it looks as if the miniatures are moving in real time. This is an incredibly strenuous task and when an animation team gets it just right, it gives me a newfound appreciation for the amount of effort required to produce a feature length stop motion animation. An example of how meticulous and fiddly this is, is the sushi scene. The scene itself lasts about a minute, however it took the animation team 7 months to create as every piece of the fish had to be pre-cut and magnetised. However, their efforts did pay off very well.



This film also blends together a more Eastern Japanese art style with Wes Anderson's framing and it's a combination that works surprisingly well. Despite this, the decision to set it in Japan felt a bit pointless, as it could have been set literally anywhere and nothing would have changed, as the town and its people were very generic, and the setting and culture really had no part in the story. My biggest criticism of the film is that it doesn't let the group dynamic amongst the four dogs play out for long enough. As the film goes on, they are mostly overshadowed by other characters and are ultimately side-lined.

The score for this movie is exactly what it needs to be, simple. It's not an extravagant one but the percussion-heavy soundtrack and fast tempo set the tone and pacing like a metronome. It isn't a must see for everyone, however if you are a fan of any of Wes Anderson's work or want something that is a bit different to what usually comes out of Hollywood, then I would highly recommend it. Overall, I'd give it an 8/10.

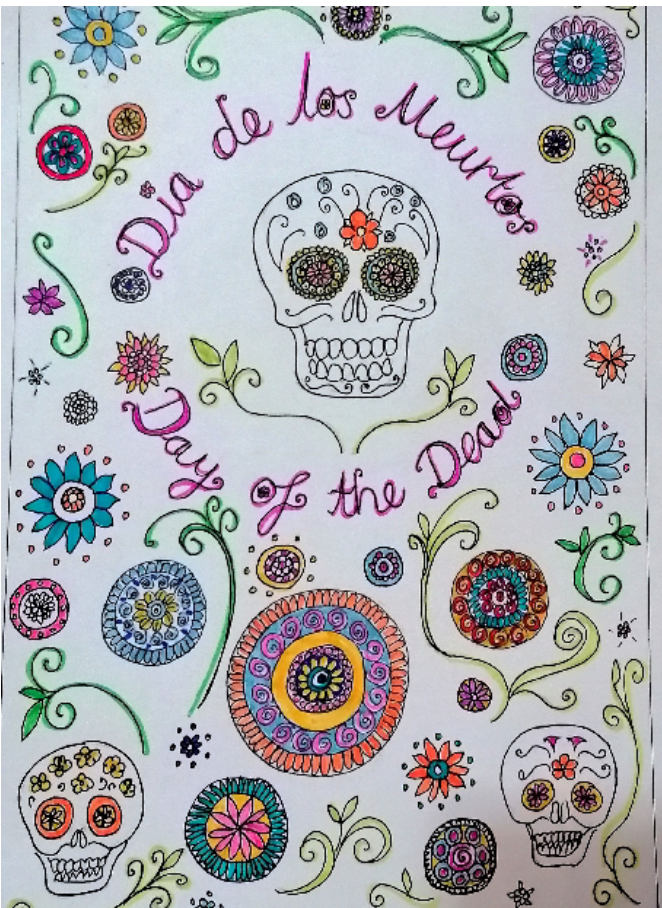
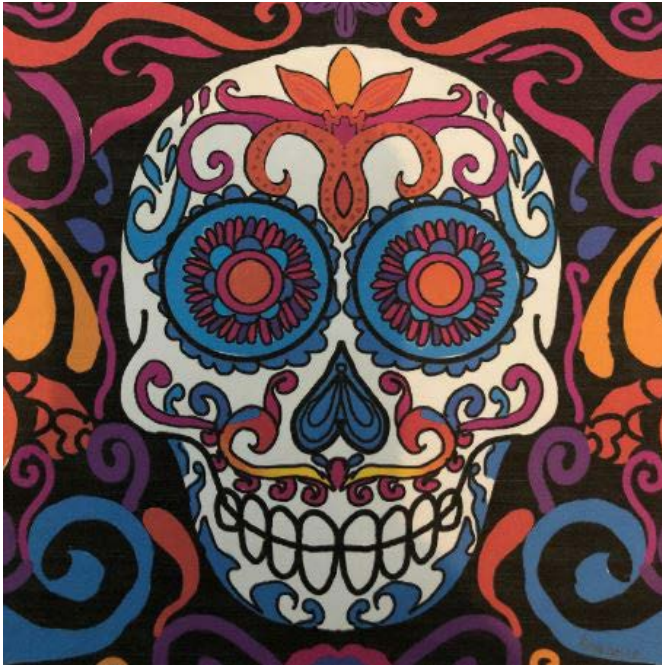
We would love to make your movie reviews a permanent spot in our newsletter - what movies are on your list? Do you fancy sending us a review for Term 4? Please contact us on socialmedia@wallingfordschool.com - we look forward to hearing from you!

Art & Design

By Mr Bowen, Head of Art

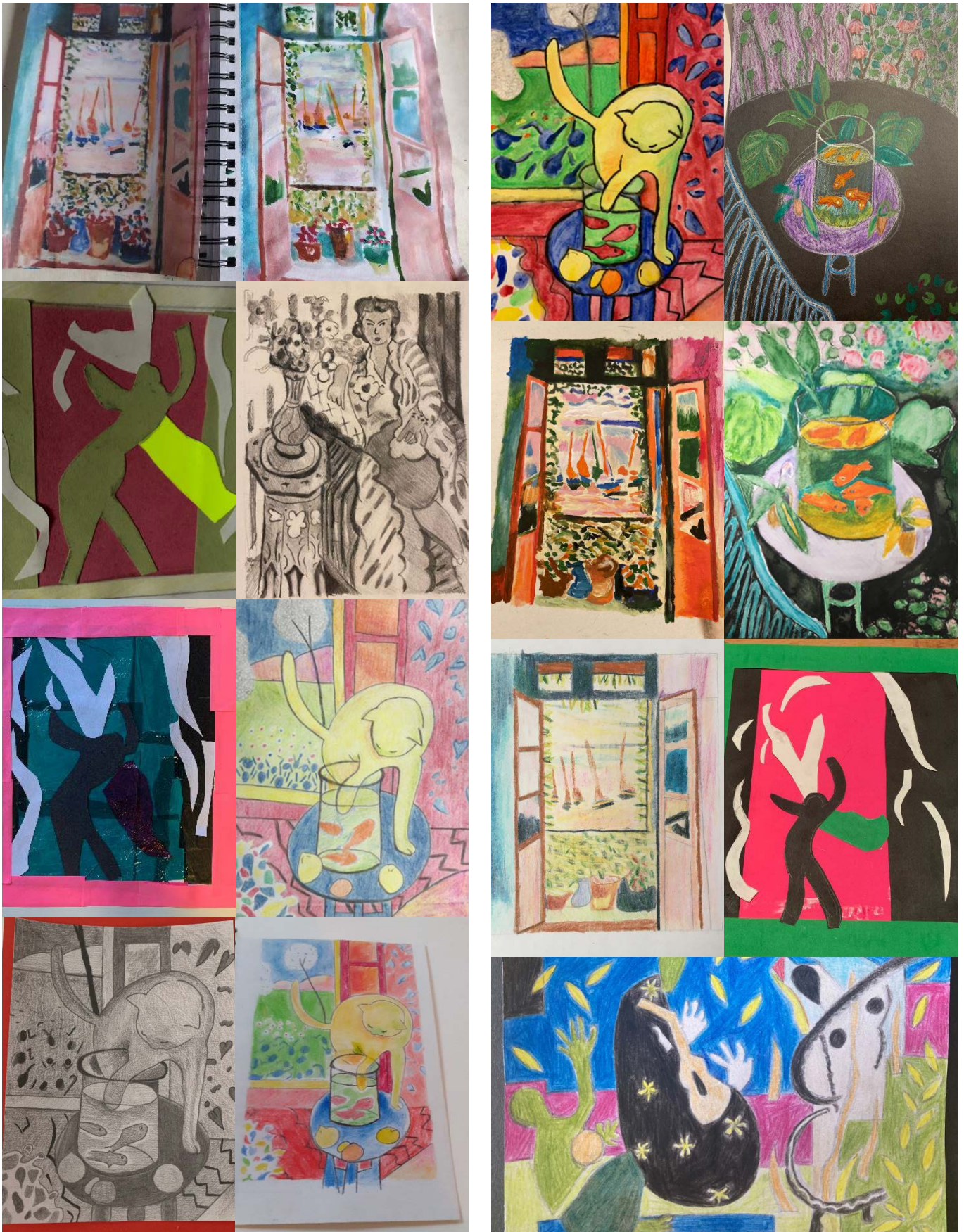
Year 8: Day of the Dead!

Year 8 have started looking at this wonderful Mexican celebration of life and death. Here is a small selection of their stunning drawings of celebratory skulls. They are now moving on to looking at how to make traditional Mexican patterns and the hybrid spirit animals called 'Alebrije'!



Year 10: Matisse

More extremely colourful work from Year 10. As part of the GCSE Art course, they have been studying the original Wild Beast of Art, Matisse! These talented artists have responded through vibrant drawing, painting and collage. Pretty impressive stuff, isn't it?



Messages from the Heads of Year...

Mr Lyons, Head of Year 11

Dearest Year 11,

It has been, yet again, a challenging term for you all. Firstly, I would like to say, how incredible you are as young adults in dealing with the changes that have been thrown at you since March 2020. Your tutor, teachers and myself are in awe of how you deal with adversity and change in such a mature manner.

Since I wrote to you at Christmas and walked around in a silly Santa outfit, throwing sweets, a lot has changed. You have been sent home to work independently for up to 10 weeks, you have been told that there are no formal public examinations this year, and what must have seemed like all you have been working towards for 12 years of education has gone.

WELL, it hasn't.

As I mentioned in my assembly this week, you will be awarded grades this year. What grades you get are still, as previously, down to you and your approach over the next few months. We are still awaiting guidance from the Government how exactly these grades will be awarded, and we are edging closer to hearing some news on this. In the mean time you need to control the controllables. This means that you have control

of when you get up and if you sign in to tutor time each morning. You then control if you get organised and check Satchel One at the start of the day to see what lessons are live, and what work you have been set. You also control if you go to those lessons, actively engage, do the work and then submit it.

All of the above will give you a better chance of showing your understanding and providing further evidence of how brilliant you all are to your teachers.

What you, and we, cannot control is the fact we are at home and working virtually. Remember that the other 190 students in your year group feel the same, are going through the same things, and when you return to school you will also see how supportive you are of each other in getting through these final few months.

We live in a world of instant gratification, and at this point I want you to learn that you will not see the rewards for your efforts instantly, but in a few months time you will, and it really will have been worth it.

I really hope to see you all soon, and not on a screen!

Mr Lyons

Mrs Pike, Head of Year 10

Year 10, *"if you had one shot, one opportunity, to seize everything, you ever wanted. One moment, would you capture it or just let it slip.....This opportunity comes once in a lifetime."* (Eminem)

This term we have been focusing on two main themes with you, the first being self-care - ensuring that we look after ourselves, and the importance of caring for our emotional and physical wellbeing. I hope you are using this toolkit to keep going throughout this time.

The second theme has been motivation. I shared with you a story about conditioning limitation: a circus elephant is conditioned not to attempt to break its rope; the rope is put on the elephant

as a calf and too weak to break free, so it gives up and accepts its fate, even when it has grown strong enough. I shared this with you as we can really limit ourselves if we have a fixed mindset.

The Eminem lyrics above point at the here and now. Use situations and a growth mindset to motivate yourself and use opportunities that are presented to you to further develop.

Since being in lockdown, I have developed my use of ICT systems and have been motivated to try new ways of teaching, and I even managed some whole year Teams assemblies - one of my highlights this term. The opportunity of being home more and not 'needing' to go out has afforded more time to create incredible Kinex cars, plasticine models and improve my face

painting skills. All of which may sound superficial, but these are all opportunities where time has provided me the space to enjoy.

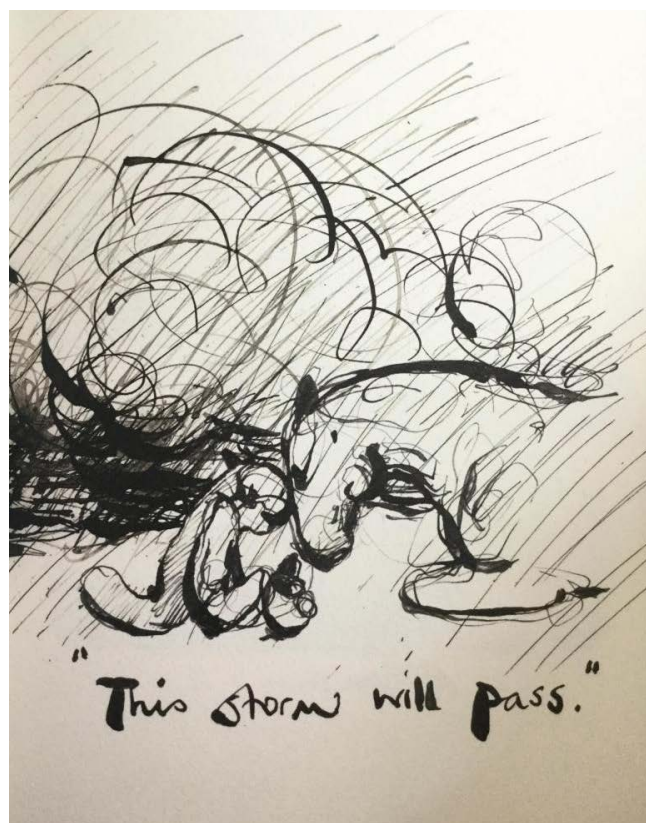
Enjoy the time Year 10, allow the pause to afford you the time to consolidate the learning you are doing, find your motivators and do not allow your rope on your foot to limit you. You can break it and you can use any situation as an opportunity. I pass on a well done to you Year 10 for your efforts this term, especially for your assessment week. As always, a very big thank you to an incredible set of form tutors, whom I know work very hard to ensure you are keeping on track and checking in on your wellbeing regularly.

Have a nice half term rest and thank you.

Mrs Pike



Mrs Burns, Head of Year 9



Hello Year 9

What a half-term its been this year!!

We have had to work from home and are dependent on technology to learn and provide support. I want to start by congratulating you all

on your commitment and your ability to adapt to change. It is your ability to remain positive, persevere and continue this new way of learning that I am most proud of.

We all know the day-to-day life we were used to has changed for the short term once again but to adapt and still show that learning has taken place and classwork and homework is being completed, shows your level of commitment to your studies.

As we have all been glued to our screens, cemented to our desks and stuck in our studies. I feel that this half-term would be a great opportunity, for all of us, to spend time away from the computer and get some headspace and fresh air. I recommend getting some time outdoors on a long cold walk or spending quality time with your immediate family. Take some time to clear your head from all the online lessons and indulge in activities or hobbies that you may have laid to rest during the lockdown. Whether this be biking, running or painting, there is an activity out there for everyone and I encourage you to try something new or pick up one where you left it all those weeks ago.

Whatever the next half-term brings. I hope you enjoy the break - you certainly deserve it. Have fun and take care!

Mrs Burns

Mr Choi, Head of Year 8

Dear year 8 students, parents, and guardians,

Firstly, I would like to say thank you to parents and guardians who have supported our young adults with their education at home as well as balancing your own work and home life.

I would like to talk about a key term we use in PE a lot - adaptation. Adaptation happens in our body. For instance, as we train, our body changes; your muscles get bigger when you are lifting weights, your lungs and heart become more efficient in supplying oxygen to the cells in your body the more you run. In nature the act of adaptation is needed to better suit an environment, for example the camel has wide feet to spread its weight over sandy ground, and has thick, long eyelashes to prevent sand irritating its eyes.

In this academic year all of us have had to learn and adapt to a new weekly timetable, new lesson times, new rules around school and I think we have done amazingly well; you have demonstrated to me and your teachers you can do it!

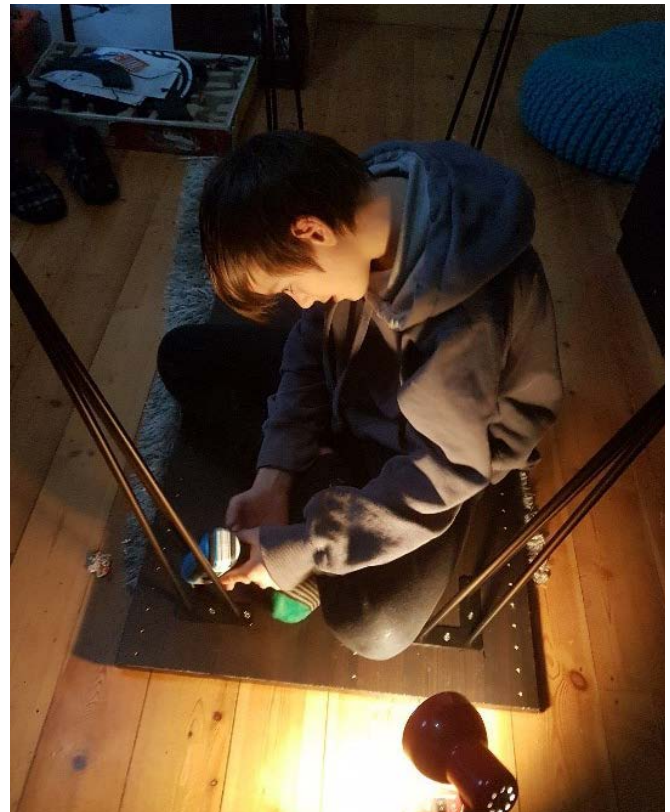
Now you have all adapted to virtual learning, whether this is online lessons on Teams, working

through Satchel One independently or watching your teachers on Loom. For some of us adapting to this has been easy whilst for others it has not been so easy. As I mentioned in previous assemblies, everyone is different, we have different journeys, and it is important to focus on yourself. For those who have adapted easily to home schooling make sure you keep working hard and keep on striving to succeed. For students who have struggled but are constantly trying I applaud you. You are showing resilience and the willingness to adapt to the changes. Adaptation takes time, just keep going. This is going to be important later in life too.

Being your Head of Year, I often get to see and hear what you get up to. I am incredibly proud of all of you; I am sorry I cannot mention everyone but here are a few of you who represented our school in an international sporting fixture – Orlagh M, Katrina C, Felicity C, Poppy G, Alexa M, Charlotte H, Wilf V, Dan H, Cayden J, Emily C-L, and Fin W. Well done also to Tina A for her lovely artwork and Danny M for building his own desk.

Students, parents, and guardians please have a safe and restful half term and I will see you when we return back to school.

Mr Choi



Ms Walker, Head of Year 7

I cannot believe how different things are since I wrote to you all in the Wallingford School newsletter back in December.

I am both incredibly impressed and at the same time very proud of the whole of Year 7 during this past term.

Yet again, you have continued to prove how well you can cope with the demands of this exceptionally tricky year.

When I am in school I often pop into the Year 7 classroom to see how the students are and how everything is going. I always see lots of animated faces both on the screens and in the room during some wonderfully interactive form times and live lessons. I am so impressed with how well you have all adjusted to live learning. On your behalf I would like to thank your teachers and especially your form tutors for all of their hard work during these difficult times.

Whether you are working in school or remotely at home well done for producing some fabulous work. I know this because your teachers give me some lovely feedback about how impressed they are with their wonderful Year 7 classes – so well done all of you!

I was thrilled this week to see how well Year 7 have been doing in the FA Cup – superb Year 7. The level of participation has been excellent, let's keep this going through the elimination rounds.

I miss you all terribly. The K block is not the same. I hope that you all have a lovely half term and a well-deserved break, I look forward to seeing you all again soon.

Take care & stay safe

Ms Walker

A message from the school nurse service

Dear Wallingford Students,

During term time school closures, the school nurse service will still be running as normal. We can offer the same confidential service that I usually offers but in a different way, so please do get in touch. You can contact us by phone, email or ask for help from a parent or teacher.

Remember it's normal to feel a bit unsettled and worried talk to your friends they will probably feel the same. Be kind to yourself and those around you and keep chatting.

Claire Forno - Specialist Community Public Health Nurse-School Health Nurse

Mobile: 07769283179

Email: claire.forno@oxfordhealth.nhs.uk or fornoc@wallingfordschool.com

You can also access the school nurses in **Wallingford Community Hospital** on 01865 904225 or email: oxfordhealth.WallingfordSHN@nhs.net

Helpful websites:

oxme.info/cms/

www.giveusashout.org/

Childline: www.childline.org.uk

Young Minds: www.youngminds.org.uk

NHS Choices: www.nhs.uk

[Secondary School Health Newsletter](#)

[Schools In Reach Newsletter](#)

House Points Update...

We may well be working from home, but there's still been plenty of opportunities for students to collect House Points.

The race to become House Champions is still a competitively close call - every single point really does count!

Here are the new rankings across the board...

Year	Bigg	Blackstone	Christie	Matilda
7	1st	4th	2nd	3rd
8	4th	3rd	2nd	1st
9	3rd	2nd	1st	4th
10	4th	3rd	2nd	1st
11	1st	3rd	4th	2nd
House Total	3rd	4th	2nd	1st

It looks like MATILDA House is well on the way to becoming House Champions - they rallied into the top position for the second term running!! Fantastic work Matilda and a big congratulations!

We look forward to the next update, which will take us past the halfway point - good luck all!

We are incredibly proud of all students who are climbing the rewards ladder earning themselves bronze, silver and gold awards. And we are super proud to be able to present the first set of platinum awards - a big congratulations to each and every one of you!

Now let's see our reward ladder positions - first up, the bronze award...



Year 7

Zachary Morton	Bigg	46
Harry Broomfield	Christie	40
Amelia Simpson	Matilda	38
Greyson Beddall	Christie	37
Imogen Orton	Christie	33
Finbarr Wood	Bigg	32
Jamie Greenaway	Bigg	29
Zachary Bayquen	Bigg	28
Theo Hapgood	Bigg	28
Skye Taylor	Matilda	28
Thomas Thorns	Bigg	26

Year 8

Marie Atienza	Blackstone	49
Rafferty McCann	Bigg	49
Frederick Barringer	Christie	45
Aidan Eltham	Matilda	43
Emily Carrington	Bigg	42
Lillie Potter	Bigg	42
Scarlett David	Blackstone	41
Marta Jani	Bigg	41
Adam O'Connor	Christie	41
George Plant	Bigg	41
Ella Warne	Bigg	40
Oliver Baskeyfield	Blackstone	39
Zachary Clark	Bigg	39
Finley Hannigan	Matilda	39
Rowan Harink	Blackstone	39
Daniel Higham	Bigg	39
Nathaniel Sizer	Matilda	39
Felicity Catt	Bigg	35
Ines Pritchard Garcia	Christie	35
Amelia Smith	Bigg	35
Henry Wilson	Matilda	34
Thomas Gordon	Matilda	33
Holly McAlister	Matilda	33
Flora Gleave	Blackstone	32
Danny Masters	Matilda	32
Millie Sheppard	Blackstone	32
Anthony Winstone-Leach	Bigg	32
Joseph Cheeseman	Blackstone	31
Hayden Shortland	Matilda	31
Jamie Clayton	Blackstone	30
Daisy Sherwood	Bigg	30
Alicia Fitzgerald	Matilda	29
Josey Pearce	Bigg	29
Jacob Stenning	Matilda	29
Remi Carlucci	Blackstone	28
Dylan Collins	Bigg	28
Christian Flakelar	Blackstone	28
Harry Ireland	Bigg	28
Morgan McGee	Bigg	28
Summer Wilde	Matilda	28
Cameron Cleaver	Christie	27
Giorgio Defazio	Bigg	27
Gabriella Holland	Blackstone	27
Ava Kingdon	Bigg	27
Leo Royal	Blackstone	27
Kyisha Barlow	Bigg	26
Amber Chong	Bigg	26
Aryan Mohammed	Blackstone	26
Tina Antoniou	Blackstone	25
Blake Cuddon	Blackstone	25
Brooke Dixon	Blackstone	25
Mahir Hafiz	Matilda	25
Toby Snelling	Bigg	25
Charlotte Windebank	Blackstone	25

Year 9

Ben Shaw	Christie	49
George Dack	Matilda	48

Mackenzie Hopkins	Blackstone	48
Alexander Rowley	Christie	48
Fausta Skabeikaite	Bigg	48
Isabella Cuthbert	Matilda	47
Tom Newton	Blackstone	47
Sasha Vitruk	Bigg	47
Jasmine Pollard	Christie	45
Ollie Tyler	Christie	45
Joshua Eccles	Christie	44
Olly Hunt	Bigg	44
Matthew Sweeney	Christie	43
Ellie Wood	Christie	43
Malachy Keane	Christie	42
Edie Round	Matilda	42
Ben Earl	Blackstone	40
Benjamin Jackson	Christie	40
Katie Mellors	Christie	40
Querubina Gouldby-Lopez-	Blackstone	39
Harry Bowden	Blackstone	38
Douglas Watt	Matilda	38
Molly Bridges	Blackstone	37
Brooke Tansley	Christie	37
Genevieve Bispham	Bigg	36
Hamish Anderson	Bigg	35
Samuel Jarvis	Blackstone	35
Henry Stephens	Christie	35
Nathan Brewer	Matilda	34
Jack Powis	Matilda	34
Brandon Daly	Matilda	33
Charlie Heriot	Blackstone	33
Evie Holland	Bigg	33
Nell Peters	Bigg	33
Daisy Priddey	Blackstone	33
Saja Alali	Bigg	32
Reuben Elford-Lewis	Christie	32
Fin Green	Bigg	32
Sam Haylett	Christie	32
Jacob McGeehin	Matilda	32
Ollin Mendez Theilfarth	Matilda	32
Elliot Rogers Lawrence	Bigg	32
Lucas Rudd	Blackstone	32
Hannah Torrance	Bigg	32
Pleng Wiwekking	Christie	32
Zoe Gerrard	Blackstone	31
Lola Lambert	Blackstone	31
Logan Simpson	Matilda	31
Mattias Smith	Matilda	30
Maggie Wintle	Blackstone	30
Callum Lee	Bigg	29
Isabella Wheeler	Christie	29
Tomas Ashley	Blackstone	28
Benjamin Bowden	Christie	27
Katie Gomm	Matilda	27
Millie Hapgood	Bigg	27
Oscar Morgan	Matilda	27
Bimsath Pathiraja	Bigg	27
Mai Phillips	Matilda	27
Louie Reynolds	Matilda	27
Stanley Baker	Blackstone	26
Henry Harrison	Blackstone	26
Lola Puddifoot	Christie	26

Oliver Shears	Bigg	26
Harry Cole	Matilda	25
Claude Doyle-Eve	Bigg	25
Jayden McLaughlan	Christie	25
Oscar Pike	Matilda	25
Rosa Vaccari	Blackstone	25

Year 10

James Cormack	Blackstone	47
Ethan Strange	Matilda	46
Owen Hill	Matilda	42
Emma Twigg	Christie	42
James Dixon	Matilda	41
Jack Salmon	Bigg	40
Connor Dixon	Matilda	38
Estelle Harink	Bigg	38
Mattie Sizer	Blackstone	38
Shona Cummings	Christie	37
Thomas Allington	Blackstone	36
Timothy Boddy	Christie	35
Rebecca Catt	Matilda	35
Eleni Somarakis	Blackstone	35
Jennifer Broom	Matilda	34
Katie Ratcliffe	Bigg	34
Rachael Lidbetter	Bigg	33
Eve Green	Bigg	32
Ruby Keable	Christie	32
Eva McBride	Christie	32
Tom Dunne	Blackstone	31
Jemima Lay	Matilda	31
Olivia Shepherd	Bigg	31
Isobel Sheppard	Bigg	31
Ben Taylor	Blackstone	31
Isabelle Carty	Matilda	30
Tyler Bateman-Cray	Matilda	29
Louis De Vince	Blackstone	29
Anna Hawker	Bigg	29
Hannah Pannett	Blackstone	29
Iestyn Proctor	Christie	29
Toby Appleton	Christie	28
George Brannan	Christie	28
Barney Clark	Christie	28
Luke Grainge	Matilda	28
Abigail Johansen	Matilda	28
Jasmine Boddey	Bigg	27
Freddie DiMassa	Blackstone	27
Daniel May	Blackstone	27
Elan Robinson	Matilda	27
Reuben Baroni	Bigg	26
Amelia Hollis	Bigg	26
Samson Lidbetter	Bigg	26
Callum Mackenzie	Bigg	26
Nia Mare	Bigg	26
Beatrice Marshall	Christie	26
Benjamin Parkinson	Bigg	26
Fred Potts	Christie	26
Poppy Coleman	Bigg	25
Smriti Gurung	Christie	25
Charlie Light	Blackstone	25
Leah Pellegry	Christie	25

Christina Scrowston	Matilda	25
Joseph Warrick	Christie	25

Year 11

Evelyn Hansell	Christie	35
Naomi Thompson	Blackstone	35
Grace Chadney	Blackstone	34
Ornella Reano	Bigg	33
Lucy Maitland	Christie	32
Thomas Giurma-Handley	Blackstone	30
Anya Brett	Matilda	29
Sam Taylor	Blackstone	29
Rebecca Pocock	Matilda	28
Ava Gordon	Blackstone	27
Annie Kneeshaw	Matilda	26
Emma Woods	Christie	26
Phoebe Aries	Blackstone	25
Albert Glendinning	Matilda	25
Grace Mcalpine	Matilda	25



Year 7

Dylan McGuffin	Matilda	99
Cassia Turl	Matilda	94
Fin Beardall Richards	Matilda	93
Flynn Pearce	Matilda	91
Samuel Collett	Matilda	89
Booker Ellis Ansell	Matilda	87
Lewis Strange	Matilda	85
Lacey Mae Snowdon	Christie	84
Malee Makoka	Christie	83
Grace Halson	Christie	82
Cara Peet	Matilda	82
Hannah Simmons	Christie	82
Ava Woodward	Blackstone	82
Rosemary Archer	Christie	81
Jun McCaw	Matilda	81
Oliver Eaton	Christie	80
Benjamin Evans	Blackstone	80
Zachary Lumley	Bigg	80
Aya Taylor	Matilda	79
Taylor May Morris	Bigg	78
Emelia Ratcliffe	Matilda	78
Luke Silvester	Christie	78
Daniel Churchill Coleman	Blackstone	76
Dylan Haincock	Matilda	75
Ella Ramsay	Blackstone	75
Cecilia Upcraft	Bigg	75
Alice Venner	Matilda	75
Summer Comber Lye	Bigg	74
Elliot McSweeney	Blackstone	74

Katiee Holton	Matilda	73
Courtney Ashley	Blackstone	71
Andrew Goodwin	Blackstone	71
Theodore Sen	Matilda	71
Joseph Shaw	Blackstone	71
Adrian Lorenzo Garcia	Blackstone	70
Madeline Brewer	Matilda	69
Shannon Crook	Christie	69
Fred Hendy	Matilda	69
Seth Conway	Matilda	68
Charlotte Hebbes	Christie	68
Douglas Blake	Blackstone	67
Caspar Grace	Christie	67
Cian Wyse	Matilda	67
Mollie Pearce	Blackstone	66
Beth Green	Christie	65
William Lewis	Bigg	65
Joseph Swaine	Matilda	65
Gregory Jarman	Blackstone	64
Beth Tanner	Blackstone	63
Evie Andrews	Matilda	62
Sophia Bishop	Matilda	62
Seth Bissell	Bigg	62
Nell Bowden	Bigg	62
Jordan Sheppard	Matilda	62
Matteo Harford	Christie	61
James Morse	Blackstone	61
James Taylor	Blackstone	61
Orlaith Daniel	Blackstone	60
Zachary Field	Christie	59
Jake Reeves	Bigg	58
Noah Simpson	Matilda	58
Tom Fanstone	Christie	57
Thea Keith	Christie	57
Charlotte Southgate	Christie	57
Jasmine Willers	Blackstone	57
Cameron Garrett	Christie	56
Jessica Harris	Christie	56
Archie Kennedy	Matilda	56
Tallulah Welch	Christie	56
Chloe Huffey	Bigg	55
Daisy Rogers Lawrence	Blackstone	55
Libby Young	Christie	55
Oliver Eggleton Gibbs	Blackstone	54
Kye Richardson	Matilda	54
Nancy Cawthorne	Blackstone	53
Lucy Guard	Christie	53
Thomas Ball	Christie	52
Samuel Jones	Blackstone	52
Jagoda Kruszynska	Bigg	52
William Rawlins	Bigg	52
Harry Tunney	Blackstone	52
James Bethel	Bigg	51
Jayden Jones	Christie	51
George Painter	Blackstone	51
Benjamin Pollard	Christie	51
Archie Wheeler	Bigg	51
Jessica Casey	Christie	50
Tomasz Chyzewski	Christie	50
Laila Porter	Bigg	50
Evelyn Taylor	Blackstone	50

Year 8

Bethan Hooper	Christie	99
Rohan Clark	Blackstone	96
Phoebe Watkins	Christie	93
Jasmine Martin	Bigg	90
Luke Hudson	Christie	88
Christopher O'Reilly	Christie	86
Katrina Clayton	Christie	83
Rudy Lovelock	Christie	82
Poppy Gould	Blackstone	81
Orlagh Markey	Bigg	80
Liesl Collins	Matilda	78
Sian Mare	Blackstone	78
Malcolm Monet	Christie	78
Seren Old	Bigg	77
Madeleine Cornut	Bigg	76
Ella Robson	Christie	73
Eva Strange	Blackstone	72
Orla Sullivan	Blackstone	71
Rowan Wakerley	Matilda	70
Erin Youhill-Partridge	Matilda	70
Sophie Bailey	Christie	69
Ben Heriot	Matilda	68
Narao Lorenzo	Blackstone	68
Macey Lowe	Christie	68
Isaac Masters	Christie	68
Lily Walker	Blackstone	68
Isabella Lowe	Bigg	67
Annabelle Robinson	Christie	67
Ruby Lucas	Christie	66
Juan Toerien	Christie	64
Emilia Watkin	Christie	64
Henry May	Matilda	63
Martha Wood	Christie	63
Chloe Snowsill	Bigg	62
Evie Biernat-Jones	Matilda	61
Isla McAlpine	Matilda	60
Orla McNulty	Matilda	60
Elizabeth Pannett	Blackstone	60
Finlay West	Matilda	59
Enya Wilson	Blackstone	59
Jakub Jedrzejowski	Bigg	58
Ben Godfrey	Bigg	57
Suzanna Lawson	Bigg	57
Emilie Walker	Christie	57
Charlotte Hermsen	Bigg	56
Elyana Lages Araujo	Blackstone	56
William Powell	Christie	56
William Soper	Christie	56
William Passey	Christie	55
Emily Comber Lye	Matilda	54
Sophie Cooper	Bigg	54
Shia Moulton	Blackstone	53
Callum Painter	Bigg	53
Oliver Pepper	Bigg	53
Ella Beasley	Blackstone	52
Zachary Harbord	Blackstone	52
Emmison Harris	Bigg	52
Thomas Hunt	Blackstone	52
Charles Mortimer	Blackstone	52

Aimee North	Matilda	52
Morgan Ratcliffe	Christie	50
Stanley Vowles	Blackstone	50
Gary Weber	Christie	50

Year 9

Theo Bissell	Christie	90
Lottie Tandy	Christie	87
Emanuel Levi	Christie	81
Lily Sparrey	Christie	79
Lillibelle Lewis	Blackstone	77
Lauren Campbell	Christie	75
Ellie Vine	Blackstone	75
Emma Carr	Blackstone	73
Charlotte Hull	Christie	70
Jack Seymour	Blackstone	69
Jessica Titchener	Blackstone	69
Annabel Collins	Blackstone	68
Lily Gray	Christie	68
Thomas Guard	Christie	68
Millie McKeown	Bigg	68
Adela Giurma-Handley	Christie	66
Laura Miles	Bigg	66
Amanta Anish	Bigg	65
Edward East	Blackstone	65
Tara Smith-Dawson	Blackstone	65
Molly Flynn	Matilda	64
Karla Jansen Van Vuuren	Christie	64
Eve Mooring	Bigg	63
Samuel Shaw	Bigg	62
Lyla Boardman	Blackstone	61
Archie Stickley	Bigg	61
Hollie Green	Bigg	60
Alexander Nicklin	Christie	60
Edward Painter	Blackstone	60
Emily Dawson	Matilda	59
Imogen Venner	Matilda	59
Ben Pocock	Matilda	58
Zara Richardson	Blackstone	58
Isabelle Crosby	Christie	56
Noah Liddy	Blackstone	56
Millie Cox	Bigg	55
William Eaton	Matilda	55
William Kitchener	Christie	55
Aimee Holton	Matilda	54
Sophie Partis	Matilda	54
Myah Carson	Bigg	53
Samuel Csibi	Christie	53
Tobias Edmonds	Christie	53
Megan Druce	Bigg	52
Reanna Drummond	Blackstone	52
Annabel Parker	Bigg	52
Molly Taylor	Matilda	52
Harry Clark	Christie	51
Charlie Greenway	Blackstone	51
Martha Hudson	Blackstone	51
Hayley Johnston	Blackstone	51
Georgia Ruff	Matilda	51
Neive Busby	Blackstone	50
Emily Dunn	Matilda	50

Tilly Williams	Matilda	50
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Year 10

Jonathan Cooper	Matilda	64
Tom Cheeseman	Bigg	57
Amelie Bennett	Christie	56
Olivia French	Christie	55
Peter Clayton-Chance	Bigg	51



Year 7

Joseph Sibley	Bigg	142
Hannah Underhill	Blackstone	137
Alyssa Rawson	Bigg	136
Grace Smyth	Bigg	135
Ellie Mae Cook	Bigg	134
Evie Garnier	Bigg	132
Daniel Snellgrove	Christie	132
Sophie Eagling	Bigg	129
William Andrews	Matilda	128
Reubun Taylor	Bigg	126
Jessica Clayton	Blackstone	125
Joshua Skeels	Christie	124
Harry Marsh	Bigg	123
Jacob Backhouse	Bigg	122
Rosie Wilkes	Matilda	121
Ursula O'Brien	Bigg	115
Katie Wells	Matilda	115
Amy Crook	Christie	114
Arthur Liddy	Bigg	114
James Underhill	Bigg	111
Alice Hull	Blackstone	109
Paige Bachelor	Bigg	108
Jamie Bennett	Bigg	106

Year 8

Esme Hurley	Matilda	138
Katie McCarthy	Matilda	130
Lottie French	Matilda	127
Oliver MacDougall	Matilda	125
Lily Jones	Matilda	112
Maya Salmon	Matilda	108
Fletcher Stickley	Matilda	108
Gethin Jenkins	Matilda	101
Samuel Harpham	Bigg	100
Daisy Parker	Matilda	100
Wilfrid Venners	Blackstone	100

Year 9

Eve Jarman	Christie	121
Abigail Spence	Christie	112
Amelie Brett	Christie	102

A massive congratulations to our first four PLATINUM award recipients!



Year 7

Harvey Brewer	Christie	164
Amber MacKenzie	Bigg	153

Year 8

Alexa Morgan	Matilda	161
Enya Lee	Matilda	157

A fantastic achievement by all students - keep up the great work!

Message to all students:

We really appreciate the vast number of student contributions published in this newsletter, and would love to encourage more of you to write an article for Term 4 - coming out on **Friday 26th March 2021**.

If you have any ideas - this could be something you are proud of within your school life or an outside interest, a review, recommendation, etc. We look forward to hearing from you!

Please email Miss Absolom on socialmedia@wallingfordschool.com

Have a wonderful half-term break, and please do get involved with some of the activities suggested in this newsletter!

We can't wait to see your Bake-Off entries - good luck!



The English Department have been extremely busy (in between online lessons!) this week packaging up books and resources for KS3 next term - your delivery should be arriving very soon!