



AROUND THE PALACE

+ Reflections on a Year in Lockdown

Dear all,

This time last year, all UK schools were asked to close their doors due to Covid. It was an unprecedented and challenging situation for the whole school community. Looking back over the letters we sent to parents and our own internal communications it is clear that we were dealing with so many unknowns, the main one being how long it was going to last. Those early letters talk about lessons on the VLE or work sent by e mail and yet we know that only a few weeks later, we were providing live lessons via Teams and all the staff, students and parents were learning new skills and adapting quickly to the situation.

We have all lived (and remain living) through an important piece of history. Each and every one of us will have learnt something, whether that is a new

skill or talent, something about themselves or what is important to them in their life. This week's bulletin shares some reflections on the past year from the school community; it makes very interesting and perhaps emotional reading.

With Pre School, Prep and Seniors full of students and staff again and with the arrival of spring, there is a sense of renewal and hope across the school. Of course, alongside this we recognise and understand that many of our Old Palace families will have lost family members or friends to this terrible disease and our thoughts and prayers remain with you during this anniversary week.

Jane Burton
Head

Laura Nike
Head of Pre School & Preparatory

OP Covid Testing Team: Getting Us Back To School Safely



REMINDER: The last bulletin of this term will be published on Wednesday, 31st March

Fr Andrew Bishop, chaplain to the John Whitgift Foundation



It has been rightly said that in the pandemic we have all been in the same storm, but in different boats. No one's life or livelihood has been untouched: learning, trading, relaxing, loving, worshipping has all been affected.

At the heart of Old Palace is the chapel, a place of Christian worship, that was used by Archbishops through the centuries, then in the 19th and 20th centuries by a religious

community of women – the Sisters of the Church – and now by our school with its diverse and multi-faith character. The chapel is like one of the vital organs of our school, a place where we can breathe deeply, find tranquillity and offer our deepest longings to God who is above and beyond us.

So in a lockdown we had to go virtual; we could not congregate in chapel or Minster church. Getting to grips with the technology to do that was a steep learning curve. The first attempt was the Easter service 2020. It came from my sitting room and attracted lovely comments about our curtains, but more importantly reaffirmed our commitment as a school to come together, albeit virtually, at key times for worship, stepping out of the routine and into another dimension.

Over the months our services got more professionally produced. Our first online service was streamed through my

laptop, with the readings and choir items played through my phone! Now the production of our Founder's Day 2020 and Christmas services are beautiful records that reflect the breadth and quality of everyone's contributions.

We have learnt in the pandemic that there are many things we can do virtually, but also that as human beings we are social creatures and, ultimately, we need to be in company with one another. I so look forward to that day!



Croydon
Minster

You're invited to a
**SERVICE FOR CHILDREN, YOUNG PEOPLE AND
FAMILIES FOR GOOD FRIDAY**

Friday 2nd April
10am (doors open from 9.50am)

Due to Covid you will need a free ticket from Eventbrite because we have a maximum capacity of 50 people. Please click here to register <https://www.eventbrite.co.uk/o/croydon-minster-31264930179> or call the Minster Office 020 8688 8104

On arrival please use the hand sanitiser provided and follow directions of the stewards. Those aged over 11 years old must wear a face covering unless exempt. Households and those in bubbles may sit together otherwise 2 metre social distancing is in operation.

Come and remember that God is Love, revealed on the Cross on this special and holy day

Croydon Minster, Church Street, Croydon. CR0 1RN
www.croydonminster.org



Year 13: Lockdown Reflections

Having returned from a hectic year of protests, fights for justice, and uncomfortable quarantines, how does one class of Year 13s feel about the experience?

Some students found positives in lockdown...

"I will miss getting more sleep now that I have returned to school, but I'm glad that exams are not online."

"I liked the time shared between exams and free time in study leave. It was good practise for university."

Others discovered new coping mechanisms for the unpleasantness...

"I have learnt mindfulness is an essential aspect of staying sane when at home. Enjoying my own company has been a difficult change from being surrounded by my friends and teachers every day at school."

"I have learnt that self-care is extremely

important as is doing anything that you enjoy, e.g. reading, walking, sleeping."

"It was an eventful few months – lots of changes with exams, but being hopeful got me through it."

For others, less school-time meant more family-time...

"Lockdown meant that I was spending a lot more quality time with my family – it was hard at times, but I learned to appreciate those small moments that I'll miss when I go off to university this year. However, I really missed seeing my friends at school every day."

"During lockdown, despite not being able to see many of my school friends or teachers, I found I had more time to spend with my family. This helped us to bond and support each other better."

But most are just glad to be back...

"I am glad to be back in school with my friends and actually talking to people

face-to-face. Doing exams at home was a new experience but I got used to it. I was able to adapt to the new way of teaching and doing exams quickly."

"I've learnt how important being surrounded by people is for learning and that talking to my dog doesn't substitute a human conversation."

"Coming back to school after so long at home will be quite a change, but I'm looking forward to it!"

"I am happy that there's an end in sight."

No matter how uncertain the future seems to be, rest assured, everyone needs to take time to let themselves relax back into our old school routine with safety in mind. And hopefully, Covid will die down soon, and things will become better.

A Year in Lockdown: The Maths Department



In June of last year, as part of Maths Week London, students from selected year groups took part in a competition against schools across London. This competition, on the Sumdog website, helped students to develop number fluency as they had to answer quick-fire questions that were tailored to their ability, based on their previous answers. Students thoroughly enjoyed this experience, and Year 7 were keen to share their positive experiences of it!

"It was such fun! I learned a lot of new things. Towards the end, it was very exhilarating as another school almost beat us." **Nia**, Year 7

"The competition was new and enjoyable. It was interesting and fun to plan with or against my friends." **Riya**, Year 7

"It was fun competing against other schools." **Emma**, Year 7



part, with many gaining certificates and some even getting through to the highly competitive next rounds. The questions in these challenges encourage mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems. The problems are designed to make students think. Most are accessible, yet still challenge those with more experience. We were delighted that students were still able to access this enriching activity during lockdown.

Students also had the opportunity to take part in the Girls in Data "Data Communication Challenge." Many students attended the opening session over Zoom in June, and several went on to submit impressive presentations. The topics they could choose from were COVID-19, Black Lives Matter, or home learning. They had to present their ideas and opinions constructively,

The UKMT Mathematics Challenges moved online for the first time this year. This meant our students were still able to take

back up their argument with evidence, using data from various sources including social media, new headlines or interviews, conversations with friends and family (anecdotal) and other credible sources. They had to explain their opinion, what needed to happen, and why, bearing in mind their audience. Amy in Year 11 gave her presentation on Black Lives Matter to several women in industry. Amy said "The opportunity helped me to build my confidence and improve my public speaking skills."

Mrs Morris



Demi: My Experience of Being Head Girl in Lockdown



The pandemic threw us into what felt like an infinitely deep hole, changing our way of life in a short period of time, and learning to live without the social interactions that we didn't realise were so essential to us.

Yes, things were challenging and learning how to live with very strict rules were a lot harder, but the lockdown period not only made me appreciate the people I have around me, but also made me appreciate myself. I did not always like to admit the fact that there are things that I had

to change within myself, and always blamed the fact that life just moved too fast for me to do anything about it.

However, what the isolation period taught me is that every now and again, it is important that I re-evaluate myself and check that I am doing well physically and mentally.

This time last year, I gave my Head Girl's speech and never imagined that I would have to work on projects remotely, learn new skills such as filming and editing videos with the Student Leadership Team and not being able to interact with the rest of the school as I had envisioned.

However, all these things have been a blessing in disguise. As a school, we have learnt to quickly adapt to unusual circumstances and have engaged in activities such as the House Walking Challenge that have made us feel more connected. Working on projects such as BLM, Virtual Open Days and House Charity and Sports events have been very enjoyable and unique experience.

I have been able to reach out to both the Senior and Prep School staff and

students despite the circumstances, and I am humbled and grateful to be Head Girl at this time.

Demi, Head Girl



Demi decided to take part in the 2.6 challenge and made 26 sugar cookies.

Lisa: My Experience of Being Deputy Head Girl in Lockdown



Receiving the title of Deputy Head girl was an honour but a different and challenging experience. I did not expect to have to do this whilst in a pandemic. Fortunately, this has enabled me to gain valuable skills and I have actually enjoyed many parts of the experience.

I think what was most difficult was trying to communicate with students during lockdown. An important part of

being in the student leadership team is making sure the student voice is heard. Being physically distant from students made this almost impossible. Surveys and being in touch with different students via social media, made projects such as the document created for the Black Lives Matter Movement and starting ACS easier. Thank you to all the students and teachers who contributed to things like this. I was very grateful for all the help I received.

Lockdown reminded me that my role at Old Palace puts me in a position where I can communicate and help other Head and Deputy Head Girls. During this difficult time, I was in contact with the Head girls at Nonsuch. We gave each other help and support on ways to tackle prejudice and racism at our schools.

Despite the videos shown to students being hard to make because of the time they took and the workload I already had, looking back at them now, (whilst some are a bit embarrassing)

I am proud of the impact they have had on students and that I was able to ensure they could watch something other than assemblies and depressing news reports. I hope you have enjoyed this aspect of my role. I hope you all have also learnt some things about yourself during this time. I am so proud of what we have been able to achieve as a school.

Lisa, Deputy Head Girl

Lockdown Innovations

Old Palace on YouTube

We quickly realised that the only way we were going to be able to keep in touch with the Old Palace community was by setting up our own YouTube channel. Our very first event was just a week after lockdown; Father Andrew's Easter Service was a steep learning curve for all involved (a year on, we feel like consummate professionals!) but taught us many things...including the importance of a good backdrop (Father Andrew's living room curtains were much admired!).

Over the last 12 months we've filmed a virtual Prizegiving, Founder's Day and OPA Carol Service. Who can forget the wonderful Pre School & Prep Nativity with its live donkeys as well as the numerous videos for Open Day? Thank you to Mrs Solari for her magic Water Cake, the Senior School teachers for their uplifting 'message to students' and Mrs Coster's 'The lockdown PE teacher' as well as Year 13's 'Farewell' and Year 7 & 9's touching 'Thank You To Our Teachers' video.

To date, our Old Palace of John Whitgift YouTube channel has received over 25,000 views, which means it's definitely here to stay.

Old Palace YouTube Channel: https://www.youtube.com/results?search_query=old+palace+of+john+whitgift

Virtual Choir

Perhaps one of the most complex and certainly most popular innovations during lockdown has come from Mr Griffith and Miss Orr in our Music Department. Our virtual Old Palace choir recorded 'September' and 'Higher and Higher' as well as their latest song, 'Happy' which can be viewed here:

<https://youtu.be/GORVxmU9tqk>

Open Days

Virtual Open Days were unheard of before lockdown but now, thanks to the wonders of Zoom, we think they might be here to stay. Mrs Burton and Mrs Nike quickly got to grips

with hosting live Q & As, whilst the Admissions Team of Mrs Parry and Mrs Gard worked in the background to ensure everything went smoothly. Whilst prospective families were unable to look around the school, we created a virtual tour Seniors and filmed videos featuring staff and students at across the entire school. Mrs Burton became an unlikely Zoom expert by hosting over 200 on line interviews with prospective Year 7 families.

Behind the Scenes

Keeping us all safe were our wonderful team of caretakers, caterers and cleaning staff, without whom we would not have been able to come back to school.

Testing...Testing...

Last week, our newly created testing team rose to the extraordinary challenge of carrying out around 1,500 Covid tests.

Thank you to:

Mrs Aldred
Miss Bednarz
Mrs Burton
Ms Cepulienė
Ms Ford
Ms Karpal
Dr Knowles
Miss Leontiou
Mrs Lidbury
Mrs Oakley
Mrs Peplow
Mr Poole
Miss Sandhu
Mrs Scott
Mrs Sinclair
Mrs Swann



A Year in Lockdown: Dance

During lockdown we have had to be flexible and imaginative when selecting our performance environments. Some students used their gardens as an alternative to the dance studio, whilst others found a free space in their home or garden.



PE and Swimming in Lockdown – is that even possible?



These were our initial thoughts when the country went into lockdown last March, but we certainly proved that, despite some challenges, yes it absolutely was!

Delivering a practical subject has had its challenging moments, but we all know how important it has been to stay active during this time in particular. So we have delivered a number of different activities and challenges along the way to help our students have fun and keep active in lockdown. It was always rewarding when students got in touch to share what they had been doing to stay active and how much they had enjoyed the different activities delivered.

Here are some examples:

- **Homeletics:** Athletic challenges from home including a virtual sports day!
- **Croydon Schools Athletics:** submitting our scores against other schools and doing really well!
- **Challenge 2.6:** in the absence of the London Marathon, students were encouraged to use the numbers 2 and 6 to challenge themselves. Mrs Smith did a 2.6k run and 26 rallies with a chopping board and frying pan: Mrs Fowler and Miss Rodwell also completed the challenge by completing a distance run.
- Fitness challenges
- Scavenger Hunts – indoors and out!
- UNO Fitness
- Golf Challenge
- Escape Room Challenges
- Virtual House Relay
- Resilience challenges

- Maintaining the DofE Award Scheme despite the Covid restrictions.
- Mountain Climbing Challenge
- Delivering Sports Leaders Sessions on line to peers and to Prep students.
- **Swimming:** we looked at balance, keeping fit and challenges to help with body control in swimming

A huge thank you to the PE/Swimming Team for keeping their energy levels high and working hard to ensure PE and Swimming were delivered in this way. Thank you as well to the students for engaging with us, letting us know how they were getting on and for being so enthusiastic and keen to get back into school and face to face PE and Swimming lessons again.

Mrs Alison Smith
Director of Sport



A Year in Lockdown: The Art Department



Art embraced lockdown as a means of making the most of technology/ resources we would not normally have time for. We had considerably more photography projects and creativity with found materials as we worked with what was possible from home, especially in the summer of 2020.

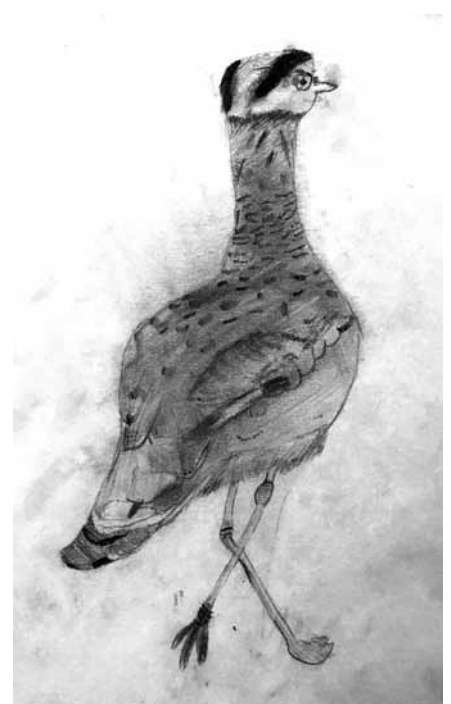
We finally got to return to the classroom in September, which meant Art had some normality to it but with the teaching at distance. This led to more peer support and staff having great fun creating lots more 'how to' videos to demonstrate and further support tasks, especially if remote learning was still taking place.

The second lockdown was interesting; determined to stick with what we had planned we were 'prepared' as best we could be. It was Year 7 completing their tonal flight drawings that really stole the show for us. However the GCSE and A Level Art students, with their digital sketchbooks and some even producing pieces in ceramics, showed that

anything is possible. Salt dough recipes and tweaking themes to match what they had available to them all helped and led to some interesting results.

We have also had some exciting art competitions and impressive results. So whilst this year has challenged the creative thinking of the Art team and students, it has also kept things exciting and interesting.

Mrs Lucy Broad,
Head of Art, Head of Year 11



A Year in Lockdown: Drama Department

Enjoying Drama in the past year, whether in lockdown or face-to-face, has been challenging. However, it has allowed students the opportunity to explore different types of theatre styles and roles in the theatre in new ways. Students have explored theatre production, playwriting, directing and puppetry alongside developing their acting skills. Some highlights from the past year include:

Virtual House Drama

In June, the Drama department ran a virtual House Drama competition. Entries included: Drama related memes: photographs in costume as theatrical character: a quiz and a monologue competition. It was a great opportunity for students to get creative and hone their acting skills. The quiz was also a fun lunchtime activity to connect students who had been learning at home for several months.



The 'Traffic Light System'

When we returned to school in September, we had to ensure the Drama classroom was as safe as possible. In addition to social distancing, students in Years 7-9 also followed a traffic light system. In lessons, they did a range of activities to develop their Drama skills that also helped keep them

safe. Some activities were silent, creative tasks and others full practical. This was a really interesting opportunity for students to develop their creativity around their learning, as well as learn difficult theory, such as Stanislavski technique. Students said this was an interesting way to study Drama and they learnt a lot from the silent red tasks, which they were then able to apply to their practical green tasks.

Year 8 Radio Drama in Lockdown

In February, Year 8 students began a radio drama scheme of work. They began by listening to episodes from the 1940s classic radio series 'Suspense' and learning about the history of radio drama in the US and UK. They were able to draw parallels between this genre of theatre and modern-day podcasts and radio plays. Students then began rehearsing their own radio play – 'The Mystery on Spooky Hill'. This work has been continuing since returning to school and students will perform their dramas at the end of term using their vocal skills and creating their own sound effects.

Year 10 Lockdown Design Projects

As part of the GCSE course, students must approach the play 'An Inspector Calls' from the perspective of an actor, a director and all the designers. In February, students began a project to realise their practical ideas. They chose a pathway: acting, directing, costume or set design. Actors had to prepare a monologue from the play and explain their acting choices; directors had to film their direction of a scene using household objects and their own voices and explain their choices in a presentation; designers had to realise their designs and explain their intentions in a presentation.

For the design tasks, students also considered how they would source the correct materials for their designs within an imaginary budget. The results have been very impressive. Students have learnt invaluable skills as theatre makers and also had the opportunity to develop their theory skills for their exam. See attached photos.



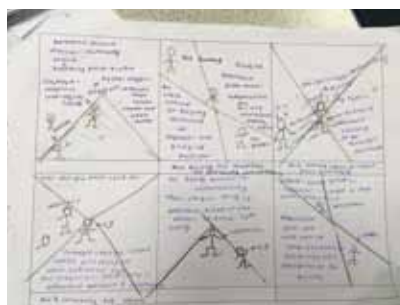
Chitleen S



Robyn O



Kulsoom A



Directorial staging ideas – Safiya L



Costume sketch – Megan H

A Year in Lockdown: Design and Technology

In Design and Technology, looking back over the past year, as we hit the first lockdown in March, all KS3 students were set mini design and make projects based on the use of recycled materials. It was important to keep their creativity going and to continue to develop their practical skills and capabilities as much as possible. It also kept them very busy when unable to venture out, modelling their ideas and problem solving real life scenarios.

Students innovatively used an assortment of recycled materials, in fact anything they could get their hands on, mainly packaging items which are thrown away and ends up in our recycling bags.

In Year 7 students designed and made birdhouses for their gardens. Year 8 produced some innovative recycled jewellery and Year 9 found scraps of fabric and old clothing which could be reused in creative ways to produce some very innovative fabric bags and upcycled clothing.

The DT department also provided some fun and easy-to-follow baking videos available to the whole school to get everyone baking, especially at a time when some ingredients were very hard to get hold of. This included a Chocolate Water Cake recipe which dated back to the time of WW2 when again some ingredients were hard to come by.

In the second half of the autumn term, Year 8 DT students produced some beautiful Pop up Christmas cards for residents at the John Whitgift Foundation care home.

This was an inspirational way of combining the work students were doing in class on simple mechanisms like pop ups and levers with bringing a smile to the elderly residents at the care home. The carers and residents were delighted with the students' highly creative cards. They certainly brought some festive joy to everyone.



A Year in Lockdown: History and Politics

When we came back to school in September 2020, everyone was delighted to be back in the classroom after a long six months at home. Even so, the Covid protocols that the school had to follow did have the effect of changing what was possible in terms of teaching. It was now more difficult to do some of the group work that would usually form a key part of teaching in the History and Politics department.

When we went back into lockdown in January, one advantage was that remote teaching actually allowed us to recover some of this student collaboration. Using the breakout rooms in Microsoft Teams, students could work in separate groups on PowerPoint presentations that they could all access and edit simultaneously. Each group had its own tailored set of resources to use in constructing the presentation and could use their separate group meetings to discuss how to divide the work.

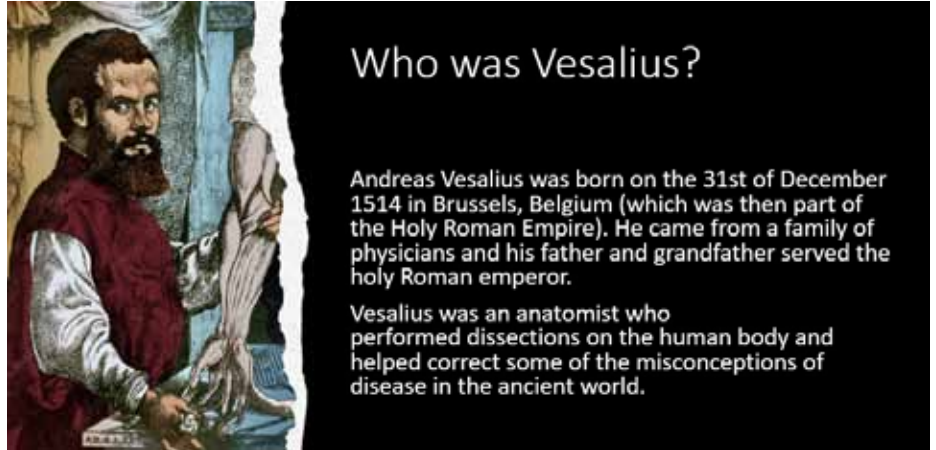
As teachers, we could bounce between the different groups, offering advice and watching as each student added their own bits of content as well as discussing and editing the contributions of their classmates. The technology also allowed the teacher to view the chats of every group at the same time and so facilitated an excellent group work environment.

The students rose to the challenge, producing terrific presentations and sometimes even revealing aspects of PowerPoint's capabilities that their teacher may not have been aware of...

Below are a few cover slides from different year groups: Year 7 who

worked on different royal families; Year 10 on medical pioneers during the Renaissance; and Year 13 on the administrations of recent US presidents.

Dr Jack Furniss
History & Politics



Who was Vesalius?

Andreas Vesalius was born on the 31st of December 1514 in Brussels, Belgium (which was then part of the Holy Roman Empire). He came from a family of physicians and his father and grandfather served the holy Roman emperor.

Vesalius was an anatomist who performed dissections on the human body and helped correct some of the misconceptions of disease in the ancient world.



Bill Clinton (1993-2001)

By Megan, Shannon & Shanjana

Plantagenets – who were they?

- The House of Plantagenet was a royal house which originated from the lands of Anjou in France. The name Plantagenet is used by modern historians to identify four distinct royal houses: the Angevins, who were also counts of Anjou; the main body of the Plantagenets following the loss of Anjou; and the Plantagenets' two cadet branches, the houses of Lancaster and York.
- The word Plantagenet means relating to the English royal dynasty which held the throne from the accession of Henry II in 1154 until the death of Richard III in 1485.



Year 5: DT Lockdown Solar System Project

Due to the lockdown, Year 5 were unable to continue their Design and Technology Hitachi rail project. So instead, they were given a challenge to make a 3D model of the Solar system to link with their Stargazers's topic.

Their solar system could be 'static' or a 'hanging' mobile solar system. The girls could choose any media to make the planets e.g. plasticine, clay, paint, fabric, papier-mâché, or even wool to make pom-pom planets!

This week the girls brought their solar systems in to school and presented them to the class.

They explained how they made them and about their experience of the project.

'I found this project fun, fiddly and messy especially as I had unwanted help from my cat!' Erin

'I made my planets out of polystyrene balls, it was tricky to cut them!' Chloe

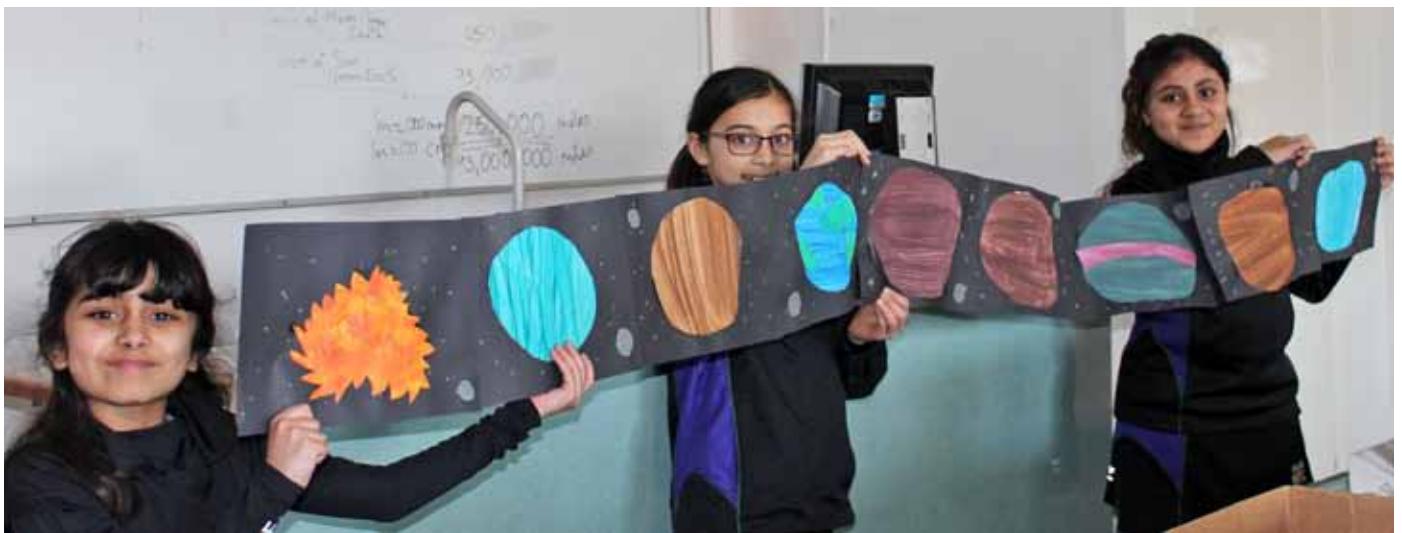
'I decided to make my 3D solar system out of some red noses that I had ordered for my birthday party but they arrived too late! I found this project fun!' Ellie

'I enjoyed making my solar system because I found it fun to use my imagination. I made it out of paper

and pencils. I found it hard to make the pencils stand up so I used plasticine.' Lola

'I was absolutely thrilled to hear about this project because I knew I would have a great time creating it. At first I was quite stumped on what to do so that was the hardest part! Eventually my idea came from the back of a juice packet. I was so happy while making it and learnt so many new techniques!' Akshi

Mrs Wallis was really impressed by the standard of models and the imaginative way that the girls presented them. Riya could gaze up at her solar system and Lola-Marie's even had battery powered lighting!



A Year in Lockdown: A View From Year 5 & Year 7

When we asked pupils in Years 5 & 7 for their thoughts on lockdown, it was clear they found not being able to see their family and friends very difficult. However, lockdown did have a few upsides; baking being just one of them!

"I have learnt how to bake and with online school I have learnt how to use Zoom, Microsoft Teams and Google Classroom; something I had never used before lockdown." **Mahima**

"Working from home was fine but it was harder for me than being in school. Now I am back at school it is quite a lot more tiring and making me sleep more (although I think that is probably a good thing) but I find it easier than working from home." **Ines**

"During Lockdown I missed seeing my friends and doing my sport! I am very excited about returning to school. However, I also quite liked getting up later and wearing my own clothes during virtual school. It was hard at first, but I got used to it." **Nia**



"My confidence in speaking to the class has grown. It was less scary to talk to the class online." **Emilia**

"I have developed the skill of coping with tech and how to spend time with friends through zoom meetings." **Rosie**

"I found working from home ok, but the thing I missed most was being able to see people face to face. Being back in school is good but I have to get back in to a routine again."



Year 5

"My favourite part of lockdown was baking with my mum and sister. We made a lemon drizzle cake, marble cake, red velvet cake, flapjacks, cupcakes and even scones! They were all absolutely delicious." **Amanah**

"The best thing about lockdown was spending time with my family and that was such a precious moment because it was an experience that I will never forget." **Akshi**

"I missed my friends during lockdown. I got to cuddle with my dog instead." **Daisy**

"I liked lockdown because I got some extra time to myself to read. I even wrote a story!"



A Year in Lockdown: A View From Year 6

The experience of being able to make this colourful piece of jewellery in my own home was something that I never thought I would be doing in lockdown. I am excited that I have still been able to do practical work as all the resources I needed were posted to me; the Royal Mail is legendary!

We started off with a detailed explanation and demonstration of what we needed to complete. After that we just chatted while making our wonderful creations. Being able to talk to my classmates and teacher about everyday events makes you feel positive, whilst being creative makes you feel mentally well and takes your mind off anything happening in your life.

Reya



During lockdown it was challenging to find something creatively stimulating. Although there are things I could improve on, the outcome was lovely. The process was as follows: I began by separating the wool top fibres apart slowly and carefully. Secondly, I put warm soapy solution on the fibres. I then placed the wet fibres in the palm of my hand and slowly rotated it until it became smaller, compacted and round, this happens because the wool fibres have interlocked. I rolled it around carefully and dipped it in warm water then sprinkled more soap solution. I rolled it around and repeated that process until I had a small round smooth ball. After roughly two days I came back to see that the ball was dry, hardened and round. We made all the balls according to our designs and then joined them together with a chain made from plaiting wool string together.

Yumaya



In Creative Design we left the screen and started to make these beautiful necklaces. Mrs. Evangeli was kind enough to send us our supplies in the Royal Mail, but before that we had to come up with a design. With creativity in the air, I had so many ideas and colours on my paper, so I mixed them all together!

Once my resources came in the mail, I got to work. Making this was such fun and even when class ended, I didn't want to stop with it. Threading my needle was a struggle but my teacher and classmates helped me along the way.

My desk ended as a mess but what I say, is that if your desk doesn't end in a mess, then it's not art. Now I have a funky necklace to go with all my plainest outfits and I'm sure no one will know that I made it!

Anja



Enyinnaya



Making our necklaces was an amazing experience. After we made the balls for our necklace, we had to plait our strings and connect the felt balls together. This bit took a little bit of concentration, but we would still talk and make each other laugh. My brother loved coming in to say Hi! He became quite famous in our CD lessons! At the end of making the necklaces, we sewed them together and put them on.

Thank you Mrs Evangeli for teaching us how to do wet felting and making it super fun!

Catherine



Serwa

The Big Give

In December, parents, staff and students from Old Palace supported the 'Big Give' and we would like to thank them all for their incredible contributions.

We raised £400 for the Croydon Minster Floating Shelter/Nightwatch, in addition to collecting an enormous amount of food, toiletries, children's toys and clothing which was distributed to the Purley Food hub, Salvation Army Croydon and We-STAP.

The Old Palace donations made a significant impact on the local community – thank you.





Old Palace
PTA

Second-hand Uniform Sale: Donations Wanted!

Take the opportunity to clear your wardrobe by donating any items of unwanted uniform to the PTA's next Second-hand uniform sale.

Just drop your (bagged) items at Reception at either Prep or Seniors.

Lets 'share a smile' for Comic Relief: Friday 19th March

Don't forget to share your jokes with us by using the link on your House Team

COMIC RELIEF

Non-uniform day

Next Friday

Please pay your £1 donation into Wisepay

I know a joke about a boomerang..... no, wait, I've forgotten it..... I expect it will come back to me soon.....

Which knight designed the round table? Sir Cumference!

Get vaccinated

at Croydon Mosque and Islamic Centre

**Covid-19 Vaccination:
Sat 20 March - 1.15pm to 4.00pm**

This Saturday 20 March, our local GPs from Thornton Road Surgery will be offering the Oxford AstraZeneca Covid-19 vaccination at Croydon Mosque & Islamic Centre, from 1.15pm to 4pm.

If you are aged 50 and over or if you are 16 or over and in one of the "at-risk" groups and you have not had a Covid-19 vaccination already, please attend the Mosque on Saturday, **no appointment necessary**.

This service is available for people of all faiths or none in Croydon.

The Covid-19 vaccination is the best protection for you and your family. Please take this important opportunity to get the vaccination.

More information on: croydongp.co.uk/covid-cmic

in partnership with



**OPPOSITE CROYDON
UNIVERSITY HOSPITAL
525 London Road, CR7 6AR**



Prep Celebrates St Patrick's Day With Treats From Our Caterers



Year 10 and 11 Badminton

The Years 10 and Year 11's Core PE groups played Badminton in their PE lessons this week. After a warm up, students practised their Badminton skills and then played short matches against each other. There were some good serves and overhead clear shots, forcing opponents to the back of the playing area. A few students were able to demonstrate drop shots during the games, making it really hard for their opponents to return. The students then played a game of 'Around the World, which was competitive and fun.

Week 9: House Challenge to Walk Around the World



This challenge really epitomizes the perseverance students have shown in recent months. It is fantastic to see everyone staying active, both in their remote PE lessons and also with their families. Well done to everyone!

The main news this week, is that Stafford have taken the lead – but only just! Both find themselves in small towns in northern Turkey, in their quest to reach the Caspian Sea further east. Laud has also had an excellent week, and have caught back up with Anselm. Both are enjoying a stopover in southern Bulgaria.

Click on this link to follow our progress and to find out more!

<https://arcg.is/1W4m1T>



House	Total steps walked this week	Total km walked this week
Anselm	141,467	91
Hatton	242,404	156
Laud	433,106	279
Stafford	623,709	402

Geography Competition Week 9: Where in the World?



Where in the World?

Discover the world: use the clues to guess what country this image is from!



1. Half of the country is covered with forest, which should come as no surprise considering one-tenth of the world's forests are here.
2. The country's capital is the second coldest capital in the world after Moscow.
3. Despite being a huge country, this country has the fourth lowest population density in the world, with only three people living per square kilometre!
4. The longest highway in the world is 7,604 kilometres (4,725 miles) in length and is in this country.
5. This country is home to 48 national parks and national park reserves, 167 national historic sites and 4 marine conservation areas.



Submit your answer on Forms

Deadline:

Thursday 25th March

The answer to last week's Where in the World was **China** (Zhangye Danxia geopark)

Reception: Are Carrots Orange?

As part of our topic, 'Are carrots orange?', the girls in Reception have been planting different seeds: cress, lettuce and nasturtium flowers. They inspected and compared the different seeds using a magnifying glass, then predicted which seeds would grow the biggest. Then, they planted them in soil and have been carefully watering their seeds each day. We can't wait to see how the plants grow and change over the next few weeks! Here are some of our predictions:

Sion "I think the cress will grow the biggest because it's got a lot of seeds."

Beit-L'Tzion "I think the nasturtium flower seeds will grow biggest because the seeds are the biggest."

Avia "I think the lettuce seeds will grow the biggest because lettuce is like a big round circle."



Year 8: Christmas in March!



There was much excitement in 8H last week as the girls finally managed to exchange their Secret Santa gifts!

We had agreed to carry out Secret Santa in December. Names were exchanged, presents were bought, a deadline to bring gifts in for quarantine was agreed... and then Year 8 went into isolation!

Not surprisingly, this was a big topic at online morning registration. Not to worry, we said: we'd do it in January.

No, we wouldn't. The need to lock down for longer meant the girls had to hold on to their presents indefinitely.

On 8th March we came back into school – and the big topic was again Secret Santa. Having kept their gifts carefully at home for three months, the girls

were keen to finally hand over their presents and see their friends' reactions.

We quarantined everything in the maths office for the required 48-hour period, and the presents were finally handed out on Friday 12th March!

Asked how it felt to give (and receive!) their gifts at last, the class said, "It was so nice!" One student said, "It was weird celebrating Christmas in March, but I really appreciated it."

Earlier in the week, we also received a bundle of Christmas cards, and we're still working our way through the form advent calendar. Covid may have stopped us coming to school for a while, but it hasn't stopped our celebrations!

Senior Sport: Return to School



Cricket

It's been great to have students back in school again for practical PE lessons. This week's focus in Years 7-9 has been cricket and students have enjoyed being involved in a cricket-related warm up and lots of exciting adaptations of cricket such as Continuous Cricket or Three Tee Cricket.



After School Sports Clubs

This week, clubs have focussed on earning House points. This week's activity was Football; the photograph shows a group of Year 8 students ready to do battle! Next week the activity will be Hockey, so we look forward to seeing as many participants as possible!



Year 13: Healthy Active Lifestyles

Students have thrown themselves back into their Healthy Active Lifestyle sessions; ready to go in sports kit and let off some steam. This group played some competitive table tennis matches and some fun 'Round the World' Games. It's always good to have a chance to be away from screens and academic work.



Lunchtime Sports Club

Lunchtime Sports Clubs have started again and this week the focus was Benchball Here is a photo of Year 8 enjoying being ACTIVE, being COMPETITIVE, having FUN and ENJOYING being with their peers!

Year 3: Scrumdiddlyumptious

As part of Year 3's topic of Scrumdiddlyumptious, the girls investigated recipes looking particularly at command or instruction verbs used within them like pour, whisk, and stir. After reading an extract from *George's Marvellous Medicine* they then wrote their own Marvellous Medicine recipes using a variety of command verbs. How many can you spot in their recipes?

To bring this topic to a close, the girls created and ate their own pizzas together on Teams! The challenge was to try to include an ingredient which they had never tried on a pizza before. As you can see, their pizzas definitely got a thumbs up!



Lottie's Murky Medicine

You will need...

- 1 full tube of tooth paste
- Small bottle of scarlet nail varnish
- A couple of red lipsticks
- 1 carton of flea powder for dogs
- a bottle of extra hot chilli sauce
- 500 gigantic purple pills for horses with hoarse throats
- 1 large mixing bowl
- A Knife
- A wooden spoon
- A sieve
- A large medicine bottle

1. Chop the lipsticks into small pieces using the knife, then put them in the bowl.
2. Now crush the horse pills using the back of knife and add to the bowl.
3. Squeeze the tooth paste into the bowl.
4. Next mix together until you have a thick paste.
5. Pour the nail varnish and the chilli sauce into the paste and stir well.
6. Sift the flea powder into the mixture and fold it in.
7. Finally, pour the mixture into the bottle ready to use!

Amya's Marvellous Medicine Method

Ingredients	Equipment	Method
• 1/2 can of lemon juice • 1/2 can of orange juice • 1/2 can of apple juice • 1/2 can of pineapple juice • 1/2 can of grapefruit juice • 1/2 can of kiwi fruit • 1/2 can of mango juice • 1/2 can of peach juice • 1/2 can of plum juice • 1/2 can of raspberry juice • 1/2 can of strawberry juice • 1/2 can of tangerine juice • 1/2 can of watermelon juice • 1/2 can of yuzu juice	• 1 large bowl • 1 whisk • 1 wooden spoon • 1 small bowl	1. Put all the juice in a large bowl and mix together. 2. Add the rest of the ingredients and mix together. 3. Add the juice of orange, kiwi, and kiwi to the mixture and mix together. 4. Add the juice of kiwi, kiwi, and kiwi to the mixture and mix together. 5. Add the juice of kiwi, kiwi, and kiwi to the mixture and mix together. 6. Add the juice of kiwi, kiwi, and kiwi to the mixture and mix together. 7. Add the juice of kiwi, kiwi, and kiwi to the mixture and mix together.

1. Carefully put the mixture in the glass and let it settle for 20 minutes.
2. Take the lid off and up the mixture and let it settle for 20 minutes.
3. Add the lid and shake well and pour into the bottle and let it settle for 20 minutes and shake well.
4. Finally, put the lid on the container.

Year 8: Swimming



Students in Year 8 have been taking part in Lifesaving and Personal Survival activities during Swimming lessons this week. This is continuing on from the Lifesaving and Personal Survival lessons they covered in their lockdown TEAMS lessons.

In the photograph, you can see some of 8S who adopted the H.E.L.P position. H.E.L.P is an acronym for Heat Escape Lessening Position. You may be able to see the girls are wearing additional clothing over their swimming costumes. The aim of this lifesaving position is to preserve life, prevent excessive heat loss and conserve energy.

The girls imagined having fallen into the sea from a capsized yacht. A lot of heat is lost from your head, so the aim

is to keep your head out of the water. Arms hug a floating aid of some sort into your chest, keeping your core as warm as possible. Legs are crossed and slightly bent, again retaining heat loss by minimising the amount of exposed skin surface area.

The girls hugged empty 5 litre water bottles and balls to their chest, which were more than adequate to keep them afloat. Hopefully, if this was to happen to you, you would be wearing a lifejacket. We joked that anyone moving their legs would attract sharks. However, of course this is a very serious activity to learn how to do. It could save your life one day!

Mrs Kym Tamplin
Swimming Coach

Virtual London Youth Games

Each week the London Youth Games sets a challenge for students to do and submit their scores, which then accumulate as a score for the Borough of Croydon.

Unfortunately, Croydon is currently way down the table, so we are doing all we can to help them climb higher!

This week's challenge is 'How many squats can you complete in 30 seconds?'

Some students attempted this in PE and swimming lessons this week and submitted their scores. The weekly link is added to the VLE each Monday morning, just in case anyone does not have the chance to do it in lessons but would like a challenge!



Year 4: Swimming

Year 4 girls were so excited to be back in the swimming pool for the first time this year! They settled down into their groups and enjoyed their stroke work lessons.

Then at the end they all got together for some fun and a photograph. They definitely did not want to get out of the water at the end of their lesson!



Maths Puzzle Fun

Use four 4's to make 44

Now let's see...

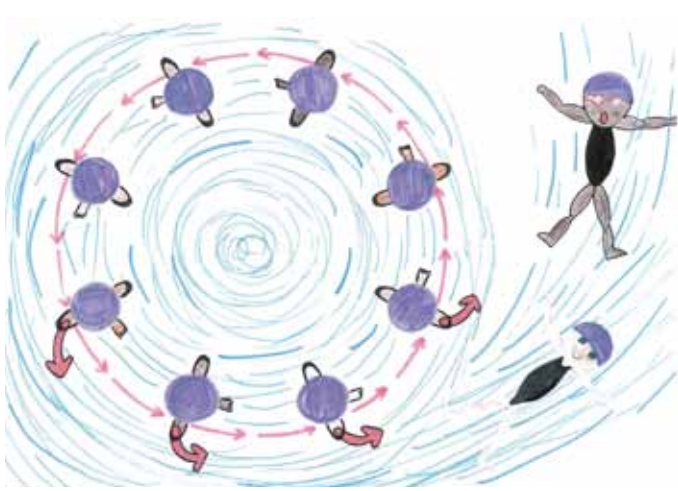
$4 + 4 + 44 = 52$ That's no good
How about $44 \times 4 - 4$

Errm...not quite



Answer on page 24

Swimming: Experimenting With Water Movement



It was so much fun taking part in the Whirlpool activity at the end of our Swimming lesson this week!

We had to work as a team by getting into a circle at the

shallow end of the pool, turning to our right and then running as fast as we could around the circle. When Mrs Tamplin blew her whistle we had to roll over onto our backs and float. The power of the water carried off in the direction of the whirlpool we had created.

Some girls were taken towards the walls, and some of us were projected towards the deep end. This depended on where you were when the whistle was blown and how long you could float for. We also tried changing direction and trying to run in the opposite direction, rather than laying down. It was so hard! Some of us were able to stay standing but lots of us were completely taken off of our feet. I couldn't believe how we could create such a strong whirlpool in our swimming pool.

At the end of the lesson we were reminded about how dangerous different types of water movement can be. Mrs Tamplin said we will be creating waves soon. I can't wait for that lesson!

Year 13: Riddle

13Laud have devised a clever riddle for this week's bulletin. See if you can work out the answers.

What word does it spell?

Can you figure out where these riddles lead you?

The answer to each riddle is a letter.

Unscramble the letters to find the name of a place in our school.

- 1 What occurs twice in a week, and once in a year but never in a day?
- 2 Which letter of the alphabet has the most water?
- 3 What letter of the alphabet is a vegetable?
- 4 What do all the house names have in common; Laud, Stafford, Anselm and Hatton?
- 5 The second letter in the name of the big tree in the courtyard.
- 6 The best House begins with this letter.

Riddle devised by 13Laud

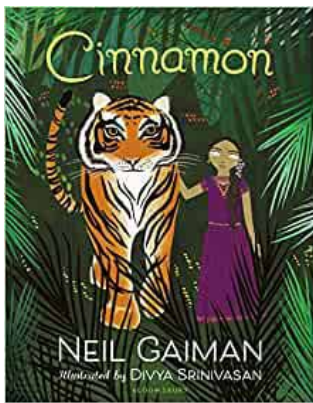
Answers on page 24



Year 2: Magnificent Monarchs

In the Magnificent Monarchs topic, we are learning about the English and British monarchs from AD 871 to the present day and considering how the power of the monarchy has changed over time. We will also discuss some of the positives and negatives of monarchy. To launch the new topic the girls created crowns fit for a king or a queen!

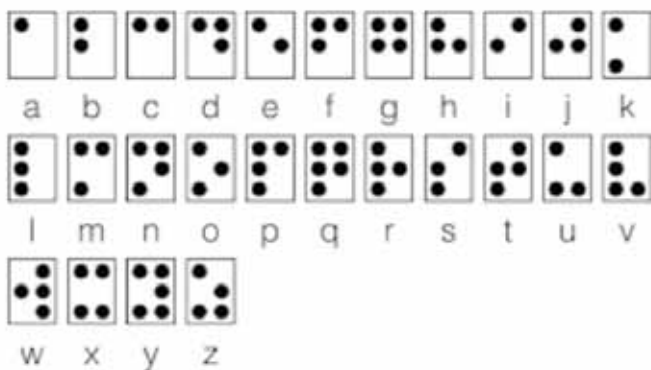




To link with our topic 'Misty Mountains, Winding Rivers', we have been basing our writing on *Cinnamon* by Neil Gaiman, set in the Himalayas. It tells the story of a princess who is blind and does not speak until she befriends a talking tiger!

We have written adverts as the Rajah and Rani seeking people to come and help their daughter. We also wrote diary entries as Cinnamon frustrated by the constant fuss and non-fiction information pages about tigers and how to save them from extinction. We are currently writing newspaper reports telling the breaking news of Cinnamon's decision to leave the palace to start a new life in the jungle.

We have learnt about Louis Braille. Did you know that he



Why we need tigers

People need tigers to keep animal rates under control, otherwise they may become over populated and takeover the land. Tigers help communities in need to survive and thrive. Wherever tigers exist they will attract tourism, which brings in money for the communities. In addition, tigers keep nature in balance for the good of all, as they are at the top of the food chain in the ecosystem.



Did You Know

Illegal wildlife trade is worth US\$10 billion per year, the illegal trade in tiger generates millions for criminal networks.



Action being taken

Some people have been trying to eliminate tiger trades. They have also been connecting and protecting tiger habitats. Only a number of the world's zoos have been monitoring tiger's prey. However, this is not enough, more needs to be done to protect tigers from being extinct.



invented Braille when he was only 15 years old, having gone blind at the age of 3 after a terrible accident? We learnt how to write our name using his universal code.

In topic, we have learnt how to identify the five different types of mountains, located mountain ranges within the UK and the world and learnt how contour lines show the height, shape and steepness of land.

Annabelle, Chloe and Michaela made their own 3D models of a hill during our online learning. We wrote quiz questions for each other about the Himalayas and researched some of the amazing and inspirational people who have conquered Mount Everest, including Junko Tabei, the first woman to reach the summit and Erik Weihenmayer, the first blind person to do so.



Annabelle's 3D model

Save the Tigers!

Tigers are endangered animals and unless we do something they will all become extinct!



By
Maryam 4J



Jaeda in Year 10 will be dancing on ITV's, **The Voice** this Saturday at 8:30pm



She will be performing with some of her dance group members and supporting last year's winner Blessing Chitapa's performance.

Please watch and support!

Maths Puzzle Fun

Answer to Puzzle on page 20

For example:

$$44 + 4 - 4$$

$$44 \times 4 \div 4$$

Did you get a different one?

Last week's winner was **Jovita** in Year 7

Answer to Riddle page 16

- 1 E (Week has two e's, year has one and there are none in day)
- 2 C (sea)
- 3 P (pea)
- 4 A (All house names contain A)
- 5 H (Chestnut tree)
- 6 L (Laud)

The word is: CHAPEL

Gold Arts Award (Dance)

As we have been unable to visit theatres, we had to think of a way to bring theatre productions in to our homes! As part of the Year 9 Gold Arts Award, the girls had to experience being an audience member. As part of their challenge the girls selected a piece from BBC Arts and Sadlers Wells – 'Dancing Nation.' They had to watch and analyse, commenting on the movement content, production features and key themes and ideas behind the piece. They then displayed and presented this in their Arts Award portfolios.

