



It has been another busy week in school with our Open Evening on Thursday followed by Open Morning earlier today. Our students have been wonderful ambassadors for the school, providing tours to Year 6 students and their parents and carers and answering questions about Gospel Oak. It was lovely to meet so many prospective students and their families; a reminder that we are always contacted using [Gospel Oak School - Contact Us](#) if there are further questions. We understand what a big decision it is when deciding upon a secondary school and are always on hand to resolve any queries. A reminder, too, that it will soon be our Sixth Form Open Evening on 24th October, another key transition point when big decisions are made; we look forward to seeing many of our Year 11s there along with students who may be looking to move to us from other schools in the area.

Year 7 were treated to a fabulous display of Roman artefacts and a presentation about Roman life on Monday morning; please do discuss this with your daughter or son.

School teaches many important lifeskills to students beyond the taught curriculum; punctuality is one of those skills and students have received a number of messages over the past weeks to support them in understanding the importance of this. As is expected in the workplace, we expect our students to arrive on time, not just at the start of the day but for their lessons too. As we move into next week, students will be sanctioned for lateness to lessons; sanctions have been in place now, as you know, for a period of time for students who are late in the morning to school. It is vital that students are in classrooms, on time so that they can maximise their learning; hard work is needed from all students in order to secure the outcomes that they deserve to succeed in the future. We thank parents and carers for their support with this.

Students are responding well to 'deliberate practice' in classrooms, and working hard on their 'struggle' as many of them are calling it. This hard work will pay off, and working hard creates success. We have provided further information about another way in which students need to be working hard – homework – in this eZine and we hope that parents and carers will use the consultation form to let us know your thoughts about this.

Thank you for your ongoing support of the work of the school; we hope you have a lovely weekend.

Upcoming Dates

Friday 4th October - Year 10 Loudmouth

Friday 11th October – Year 9 Loudmouth

Assembly Themes

Assembly focus this week was Diwali

w/c 30/09 – British Values

w/c 07/10 – Black History Month

Please take the time to talk to your child about what they have learnt in Assembly.

Safeguarding Updates

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about INSTAGRAM

AGE RESTRICTION
13+

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

follow

WHAT ARE THE RISKS?

ADDICTION

Many social media platforms, including Instagram, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent; being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the past. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into settings > Notifications > Posts > Likes > Off.

USE MODERATORS

Instagram Live has implemented a mechanic called 'Moderators', meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



Source: See full reference list on guide page at <https://nationalcollege.com/guides/instagram-2023>

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 08.08.2024

Life in Community at **St John's Tipton Church Hall** **Weekly Timetable Autumn 2024**
Term Time Only

Motivation Mondays **Mondays 12pm - 7pm**

Lifeline Advocates Support Drop In



LIC Community Money Advice Connect Centre



Love your Life Kidz Youth Club 4pm - 5:30pm

£1 per person



Wellbeing Wednesdays **Wednesdays 11am - 4.30pm**

Lifeline Light Exercise 9:30am - 10:15pm

£2 per person



Life Tots - Family Playgroup 10:45am - 12:15pm

£2 per family



Coffee, Cake & Crumpets Well-being Session 1pm - 3pm

£2 per person



Focus Fridays **Fridays 11am - 3pm**

Lifeline Moneywise Cooking on a budget 10:30 - 12:30pm



Lifeline Advocates Support Drop In



Lifeline Community Drop In



Call or text LIFE' to 07752 659257 for further information

FIND US ON SOCIAL MEDIA
 Facebook: [LifeinComTipton](#)
 Twitter/X: [@LifeinComTipton](#)
 Instagram: [LifeinComTipton](#)

WDH Sandwell Promoting health equality
NHS
 Black Country Healthcare NHS Foundation Trust

BARNARDOS Changing children's lives. Changing lives.

Sandwell **Family Hubs** Helping Families Thrive

Dads and Male Carers Saturday Launch - FREE!!



Are you a dad or a male carer?
 Do you live in Sandwell?
 Do you want to meet other dads/ male carers in a safe relaxing environment?

Then why not come along to our free launch event, to talk about what Sandwell Family Hubs has to offer and to tell us what services you would like to see!!

Join us on:
Saturday 28th September 2024
 At **10am-12pm**

Location:
 Tipton Family Hub
 24 Ridgeway Road
 Glebefields Estate
 Tipton
 DY4 0TB

For more information, confirm attendance or for anything else. Please contact the Fathers and Male Carers Engagement Worker - Chris Myles on:
07720 143821 or chris.myles@barnardos.org.uk

Feedback from dads/male carers who have attended Dads/Male Carer Group:
 'All sessions are varied and my son benefits from them greatly'
 'I think this was fantastic, I like the fathers only events'
 'Hi all those dads and father figures out there! Went to my first class today with my son, we really enjoyed it today. Thank you all so much'

Please let us know if you or your child(ren) have any dietary requirements before the event.

YOGA SESSIONS
 AT BRASSHOUSE COMMUNITY CENTRE
 OPEN AND FREE TO ALL PREGNANT LADIES AND NEW MOMS
 STARTING WEDNESDAY 2 OCTOBER 9.30AM - 10.30AM



brasshouse Sandwell Black Country Sandwell HEALTH SANDWELL



Cook Together Eat Together at New Road Methodist Church

Our Cook together programme is a **FREE** 2 hour cooking session each week for six weeks. In each session you will learn new healthy eating habits and get stuck in cooking easy three course meals you can replicate at home.

Contact us on the details below for more information
Location: New Road Methodist church, Mount St, Tipton DY4 7DE

**Six FREE Cooking sessions for over 50's
Starting 9th January 2025 10:30–12:30**

Email or call to sign up

07821976197

cookandeatwell@groundwork.org.uk



**SANDWELL BETTER
MENTAL HEALTH**



We would like to hear your views and ideas on how we can improve mental health support for men living and working in Sandwell.

Please scan the QR code to share your views. Let's build better mental health for Sandwell men. Thank you.

www.consultationhub.sandwell.gov.uk/public-health/mens-mental-health-campaign/



Feeling stressed or anxious? Remember it's OK to talk. Call 0800 008 6516 or text 07860 025 281 (24 /7 Black Country Urgent Mental Health Helpline)

Or Scan the QR code for assistance:



Loss Matters

A free, eight-week programme for any adult affected by loss

Grief and loss can turn your world upside down, isolation can make it worse. The Dorothy Parkes Centre offer a free, eight-week support programme for adults who have experienced any form of loss; including loss of a job, independence, pet, relative or friend.

If you find that you are struggling to come to terms with loss, this group can offer you help and support.

"This course has been an absolute lifeline for me - to be part of a group of lovely people who truly understand how I feel and where I can share my feelings within safe and empathetic surroundings."

"This course has enabled me to look to the future positively."

"This course provided a safe place to talk, cry and laugh. We were supported all the way."

"I have really appreciated the sense of understanding from both facilitators and others in the group."

- Normalising the grief journey
- Listening and sharing personal experiences in a group setting
- Creating social networks and reducing feelings of isolation
- Discovering personal strengths and building resilience
- Providing relevant information

Contact the centre for more information -
0121 558 2998



FOLLOW US ON TWITTER
@DOROTHY_PARKES



FOLLOW US ON FACEBOOK
@DOROTHYPARKESCENTRE

DOROTHY PARKES CENTRE, CHURCH ROAD, SMETHWICK, WEST MIDLANDS, B67 6EH
0121 558 2998

EMAIL: ADMIN@DOROTHYPARKES.ORG
WWW.DOROTHYPARKES.ORG
Charity no. 1093189





To: Parents/Carers

27th September 2024

Gospel Oak School

Bilston Road
Gospel Oak
Tipton
West Midlands
DY4 0BZ

T 0121 556 1351

F 0121 506 7833

W www.gospeloakschool.co.uk

Our Ref: CM.KH.3094

Your Ref:

Dear Parent/Carer,

Re: Homework 2024-25

Research tells us that students who attend school all the time, work hard in all lessons, and work hard outside of lesson time achieve the very best academic outcomes. We also know that the very best work that students do outside of lessons is clearly linked to the learning being undertaken in class; students must understand exactly why they are being asked to complete specific tasks, an aspect of 'deliberate practice'. We need to ensure that our students are working harder in their own time, on the right tasks, in order to achieve better results. Clearly, your support at home is crucial to the success of your daughter or son.

You will notice an increase in homework this year; your daughter or son has been given a planner in school to help them with their organisation and they will record their homework in here. You are asked, as parents and carers, to check your daughter or son's planner so that you can ensure that they are doing the work they have been asked to do to help them to make better progress and achieve better outcomes; please sign their planner each week so that their form tutor can see that you are involved in this process.

Homework will be set as follows:

KS3 (Years 7, 8 and 9)	Frequency	Number of Tasks
Reading (Sparx)	Fortnightly	Minimum of one task per fortnight
Maths (Sparx)	Fortnightly	Minimum of one task per fortnight
Science (Sparx)	Fortnightly	Minimum of one task per fortnight

KS4 (Years 10 and 11)	Frequency	Number of Tasks
Core (Maths, English, Science)	Weekly	A minimum of one task
Options	Fortnightly	A minimum of one task

(A timetable for KS4 homework is included at the end of this letter.)

KS5 (Years 12 and 13)	Frequency	Duration of Tasks
Options	Weekly	5 hours of directed study per option

Sparx is the only platform being used for homework in Years 7, 8 and 9; this is to ensure that students are provided with learning which enables them to acquire and develop fundamental literacy, numeracy and scientific skills for success in the Core subjects. Maths, English and Science teachers will show students in class how to use Sparx, and will be able to provide any support needed with this; your daughter or son can log into Sparx via the Student Landing Page, using their school login details.

In Years 10, 11, 12 and 13, a variety of methods and platforms are being used; this is to ensure that each individual subject can use the most appropriate approach to support student progress. For example, a student studying GCSE Photography will need to complete a very different type of homework to a student studying BTEC Health and Social Care. Some subjects will utilise online platforms such as Sparx or Seneca.

Students will be rewarded for completion of their homework through ClassCharts; achievement points will be recorded on ClassCharts **with immediate effect** as follows:

ASP1 (1 point) – completion of homework

ASP3 (3 points) – outstanding homework

Similarly, if a student chooses not to complete their homework, they will be sanctioned. We plan to stagger the introduction of sanctions to ensure that all students, parents and carers fully understand this process. We would also like to gather your opinions through a consultation before we confirm our processes for sanctioning. Our proposal is as follows:

Y7-10 – sanctions will be introduced from 13th January 2025

If students do not complete homework the following sanction will apply:

B2 sanction 'No homework submitted (second, or subsequent time) recorded on ClassCharts; usual B2 detention sanction of a 30-minute after-school detention applies.

Y11 – sanctions will be introduced from 25th November 2024

If students do not complete homework the following sanction will apply:

B2 sanction 'No homework submitted (second, or subsequent time) recorded on ClassCharts; usual B2 detention sanction of a 30-minute after-school detention applies.

Please note that subjects with coursework requirements will continue with their current approach of setting sanctions as needed in order to ensure that there are no delays in coursework completion in line with examination board expectations.

Please complete

<https://forms.office.com/Pages/ResponsePage.aspx?id=UTeH7weljks2mO4DGypXkim203fyHApLtyX1rQ-vKqJUNUJIWtIYtEtZTDNaMEY4QU9KV1ZSRUIJNi4u> to share your thoughts on our proposal; this form will close at 5pm on Sunday 27th October.

Key Stage 5 – please note that compulsory interventions have begun for Post-16 students

Post-16 students who do not complete their homework attend an after-school intervention in the Sixth Form Silent Study room.

In addition to the homework which class teachers are setting, all students in the school continue to have access to the GCSEPod learning platform; this may be used in Key Stage 4 by some class teachers as part of the set homework, or it may be an alternative that students wish to access to further develop their learning. We would also encourage students in Key Stage 3 who wish to explore future learning and/or further their own independent learning to use GCSEPod.

If your daughter or son does not have access to a device or the necessary materials at home to help them with their homework, please do not hesitate to contact us at school; please use [Gospel Oak School - Contact Us](#) for this and any other homework-related enquiries or support needed. Please note that the LRC is open after-school until 4pm from Monday to Thursday, and students are able to use the computers in there as needed; Year 11 students are welcome to use the Sixth Form Silent Study area after school until 4pm Monday to Thursday should they prefer to use this space.

We will write to you later this term with further updates related to homework. As always, a huge thank you for your support of the ongoing work of the school.

Yours faithfully,



Miss C Middlehurst
Senior Vice Principal

Key Stage 4 Homework Timetable 2024-25 – Year 10

Please note that students may be told to complete more than one task in line with the information above, and this may mean that homework is set on additional days to those outlined below.

Students will record their homework in their planner; please use [Gospel Oak School - Contact Us](#) if you have any questions and/or concerns. The days below are the days we expect homework to be provided; however, it may vary based on the individual requirements of subjects.

Students are welcome to use the LRC Monday-Thursday after-school until 4pm to complete their homework; school staff will be available to support, and computers can be used.

Week A

Monday	Option A
Tuesday	English
Wednesday	Science
Thursday	Option D
Friday	Maths

Week B

Monday	
Tuesday	English, Science
Wednesday	Option C
Thursday	Maths
Friday	Option B

Key Stage 4 Homework Timetable 2024-25 – Year 11

Please note that students may be told to complete more than one task in line with the information above, and this may mean that homework is set on additional days to those outlined below.

Students will record their homework in their planner; please use [Gospel Oak School - Contact Us](#) if you have any questions and/or concerns. The days below are the days we expect homework to be provided; however, it may vary based on the individual requirements of subjects.

Students are welcome to use the LRC Monday-Thursday after-school until 4pm to complete their homework; school staff will be available to support, and computers can be used. In addition, Year 11 students may prefer to work in the Sixth Form Silent Study area after-school; this is open until 4pm each day.

KS4 (Years 10 and 11)	Frequency	Number of Tasks
Core (Maths, English, Science)	Weekly	A minimum of one task
Options	Fortnightly	A minimum of one task

Week A

Monday	Maths
Tuesday	Option D
Wednesday	English
Thursday	Option A
Friday	Science

Week B

Monday	Maths
Tuesday	Option B
Wednesday	English
Thursday	Option C
Friday	Science

Year 11 students will also be provided with subject-by-subject revision activities which they will need to complete to support preparation for success; further information will follow about these in the coming weeks.

A reminder, too, that Option D provides a bespoke pathway chosen by each student at the end of Year 10; some students study an additional GCSE in this period, whereas others may have chosen a different Enrichment option to support their own needs.