

# DSTC NEWS

EVERYONE EXCELS IN ALL ENDEAVOURS

## LEARNING AT HOME: SPECIAL EDITION

INTRODUCTION BY MRS DAVIS

This time last year the idea of teaching or learning remotely was not something many of us had ever experienced. Due to the COVID 19 pandemic this has become a way of life for us currently.

This newsletter celebrates the work that students have been doing in this most recent lockdown and just goes to show how creative and dedicated so many of them are.

I must also commend the teaching staff for embracing this new way of teaching, this is not something teacher training courses ever prepared us for and I am proud of all my staff for stepping up so well.

Enjoy the newsletter and let us know your comments as parents and carers about your perspective of remote learning at [remotelearning@dstc.kent.sch.uk](mailto:remotelearning@dstc.kent.sch.uk)



## REMOTE LEARNING AT DSTC

Remote learning has made a significant contribution to ensuring our students are able to learn and progress at home while our school has been closed.

Our priority has been to pursue the aims and objectives of the curriculum for all year groups.

Our departments at DSTC have provided a wide range of important tasks and learning opportunities for every child in school.

Lessons have continued at the usual times through posting specific learning activities or live lessons via Google Classroom.

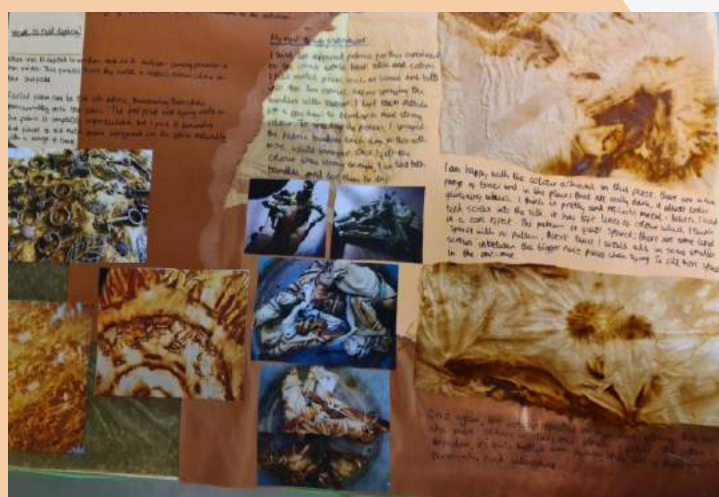
This special edition of the DSTC Newsletter is to show you the amazing work students have completed across the school.



# ART TEXTILES - NATURE

BY MISS HUSSEY

Year 11 Art Textiles students have been producing some fantastic work at home - creatively making use of resources available to them, as well as using nature and the outdoors as inspiration for their work. Here are some examples of the fun and imaginative pieces that have been created...



Meg Jordan has been working on a project, focusing on nature. Her experimentations include making use of leaves and creating pattern and colour on fabrics, using the technique of rust dyeing. Also, inspired by the weird and wonderful, her other textiles pieces reflect the colours and textures she has seen on moss and lichen during her daily walks.

# ART TEXTILES - FOOD AND CONFECTIONERY

BY MISS HUSSEY

Other students - including Abbi Palmer and Megan Munday, have chosen to use food, sweets and confectionery at home to inspire more fun and quirky pieces of textiles art.

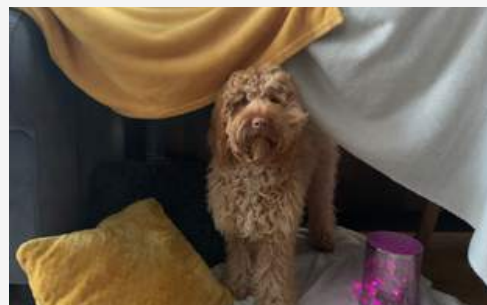


## YEAR 7 DEN BUILDING

BY MRS FLETCHER

Here is a selection of the Year 7 dens. We have had such a fantastic response to the task with so many students being creative and sending us pictures.

Building a den not only supports engineering skills and construction, but is also a great physical activity.



# DANCE

BY MISS WRIGHT

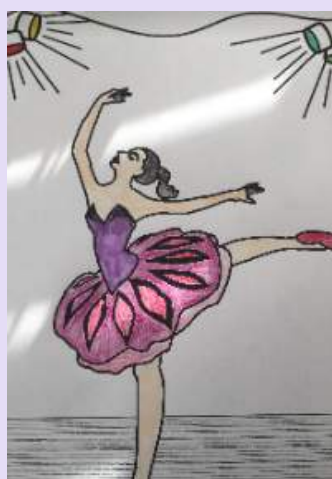
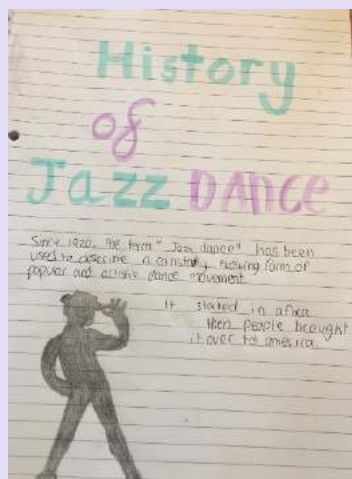
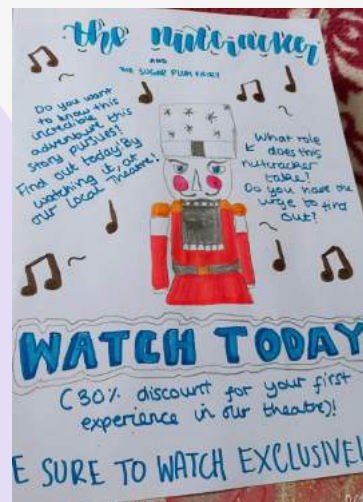
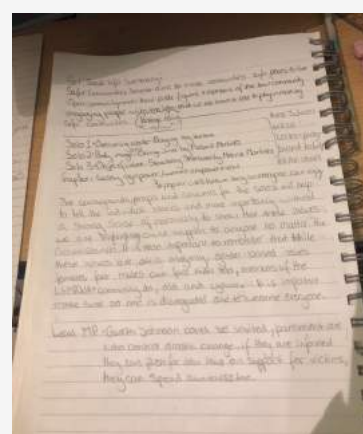
Despite the lack of our dance studio, students have been working brilliantly to continue developing dance skills at home.

Year 7 have been learning about 'The Nutcracker' story through dance. They have observed proms ballerina 'Misty Copeland' in 'The Nutcracker and the four realms' dance and studied a ballet dance routine taught by Miss Wright. They will be further developing their ballet knowledge and reviewing their dance skills next week.

Year 8 have been learning how to show characterisation through dance, with their study of the famous 'Annie The Musical'. Gaining appreciation for the original film story and the iconic 'It's a hard knock life' dance, they have learnt movements with Miss Wright's dance tutorial, and will be exploring how to use props effectively through practical tasks.

Year 9 are exploring the evolution of Jazz dance. Researching Jazz dance origins and learning repertoire from Bob Fosse 'All that Jazz' and Michael Jackson 'Beat it'. They are now learning dances with a tutorial from the cast of 'Diversity' - a well known dance group, looking at how Jazz dance has evolved into the popular style of streetdance. Students are also invited to attend our new after school streetdance club on Thursdays with Cascade Dance Company over Google Meet.

Year 11 are researching the local community and devising group performance pieces to the theme 'Vantage point'. We have been looking at the impact of recent events on the community and how dance can be used to impact opinions of authority figures and the public to work together to make the community a safer place to live. They will be exploring improvisation techniques and developing choreography for their solo dance piece, through review and evaluation.



# HUMANITIES

## POST 16 CRIMINOLOGY

BY MS UPTON

Ms Upton's Year 12 and 13 Criminology classes have been engaging with the content of lessons brilliantly, so all credit to those learners. Criminology is an academically challenging area. We know that we will have to assess learners and as the lockdown has occurred precisely half-way through the academic year, both classes commenced their respective second examined unit of work in January. They have been keeping up with the amount of work very well.

Ms Upton has been using various different ways of assessing learners from exam questions on google forms to live exam lessons. An example of this is a shared document where all learners have their own page to type on, and the teacher is able to provide live feedback via the google meet and type on the document as well. The learners have also been demonstrating how able they are to research independently and meet deadlines, which will put them in good stead for higher education and employment. We would like to welcome Miss Johnson to the department who is also a specialist criminology and citizenship teacher. Well done Criminologists!

<table><tr><td><b>Guilty - automatically guilty</b></td><td><b>Guilty? Innocent until proven guilty</b></td></tr><tr><td>Purpose of system?</td><td>Trial? They have a fair trial</td></tr><tr><td>They are already seen as guilty.</td><td></td></tr><tr><td>What about crime fighting?</td><td>Place emphasis on equality that?? The offenders have the right to human rights, they have a whole process that they have to go through fairly eg asking the officer their number ect.</td></tr><tr><td>A way to reduce crime even if it's by association?</td><td></td></tr><tr><td>Rights of ?</td><td>Rights of ?</td></tr><tr><td>Victim</td><td>The offenders rights must be followed and looked at carefully by the criminal justice system.</td></tr><tr><td>-know about the court dates</td><td></td></tr><tr><td>-have any help they need depending on the crime that took place</td><td></td></tr><tr><td>Role of PACE 1984?</td><td>Role of PACE 1984?</td></tr></table>	<b>Guilty - automatically guilty</b>	<b>Guilty? Innocent until proven guilty</b>	Purpose of system?	Trial? They have a fair trial	They are already seen as guilty.		What about crime fighting?	Place emphasis on equality that?? The offenders have the right to human rights, they have a whole process that they have to go through fairly eg asking the officer their number ect.	A way to reduce crime even if it's by association?		Rights of ?	Rights of ?	Victim	The offenders rights must be followed and looked at carefully by the criminal justice system.	-know about the court dates		-have any help they need depending on the crime that took place		Role of PACE 1984?	Role of PACE 1984?	<p><b>Taylor</b></p> <p>There's two models we are able to use in the system, there is a crime control model and a due process model. A crime control model is usually an efficient way of the police to say if someone is guilty. In this model the victims right are mostly important in this model and if you are seen as guilty due to evidence then it's in the departments power to make sure its successful. On the other hand a due process model is the opposite to a crime control model this focuses more on the defendant being innocent and then having to prove it. They focus more on their rights as if they are innocent then the system would be unsuccessful to let a innocent person go to prison.</p> <p>One difference between them is who they focus on, in crime control model they focus on the victim and making sure they are no longer in danger. Whereas in the due process model they focus on the defendant as they focus on innocence.</p>
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<p>Explain the main differences between the crime control model and the due process model of criminal justice systems. (5 Marks)</p> <p>Emma</p> <p>The main differences between Crime Control model and the Due Process Model is in the way that the Offenders are treated and the case is considered by the court. The crime control model assumes that the offender is already guilty and focuses more on protecting society then reviewing evidence to make sure there aren't any miscarriages of justice like in the case Barry George who was wrongfully imprisoned, this is considered a more conservative approach to crime then the Liberal approach of the Due Process</p>	<p>Explain the main differences between the crime control model and the due process model of criminal justice systems. (5 Marks)</p> <p>alisha</p> <p>Crime control model - Focuses on protecting rights of victims rather than defendants. It doesn't address the cause of the crime</p> <p>Due process model - focuses on fairness and protects the defendants rights. The criminal justice system safeguards the rights of the person to prevent a wrongful conviction.</p> <p>Crime control model key focus is</p>																				

## KS3 INDIVIDUAL CHARACTER EDUCATION (ICE)

BY MISS GIBBS

ICE is DSTC's version of PSHE/RSE and Citizenship, but it encompasses much more than that. It focuses on promoting a holistic approach to develop the individual via the complementary curriculum. We have had to react quickly by changing some of the curriculum areas as a lot of the topics require face-to-face delivery and are unsuitable for remote learning.

Some highlights from ICE so far this term are some really focused responses on lessons linked to 'planning my future' for 9G, which will help them with options choices. Year 8 have started looking at 'Parliamentary Democracy', which will help them understand political decision making. Year 7 have been looking at the importance of community and identity. We have been linking lessons to the Oak Academy resources which are invaluable. Finally, we are also going to be encouraging activities involving less screentime. We set the challenge to get involved with the RSPB's annual big bird watch, which is a vital national survey of bird species found on our doorsteps, and a fantastic way to develop character, culture and mindfulness.

# HISTORY

BY MR ELLIOTT

The History team would like to thank all the students for their efforts during this period of virtual learning. The GCSE students have been studying the Vietnam War in Year 11 and Crime and Punishment in Year 10. The History team have been making use of the revision website GCSE POD. This contains hundreds of video pods specifically designed for the Edexcel course. The students can also access online revision tests on numerous topics. I would encourage students to make full use of this resource.

Our KS3 students have been working equally hard. In Year 7 they have been studying Medieval England, in Year 8 the Stuarts and in Year 9 20th Century conflict. We have provided the students with a variety of learning styles and opportunities. These have included live lessons through Google Meet and also recorded lesson instructions. Mr Jarrett has been using audio recorded feedback to help his students improve their work. Students have been engaging really well with online discussions and have also demonstrated a high level of written work. Well done to all History Students.

# GEOGRAPHY

BY MRS ELLIS

The team have been working hard to find ways of teaching Geography away from the screen and they have decided that fieldwork lends itself to this perfectly. Starting with KS3 the students will have 3 lessons where they will be asked to investigate a hypothesis. This will require them to visit their local park and create a tally chart of evidence found. If Covid does not allow a trip to the park they can do the same field work by looking out of a window in their house. The team hopes that this break away from the screen will keep spirits up and it also allows the students to develop some crucial geographical and personal developmental skills.

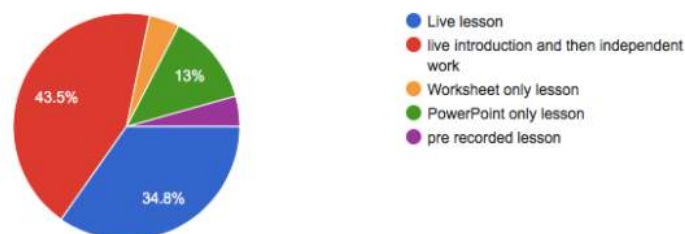
**KS3:** The students have been engaging with Oak Academy lessons across KS3 and last week we set a different type of lesson for them where they had a recorded introduction by either Mr Sparks or Miss Lazell and then spent the lesson researching. This worked well with keeping students focused and engaged as well as maintaining their interest in Geography.

**KS4:** Mr Sparks has been modelling the Oak Academy lessons with year 11. This has been a very effective way of teaching a complex topic. Year 11 are also preparing for a final assessment. As GCSEs have now been cancelled the team are not sure what sort of assessment year 11 will be undertaking so year 11 are being tasked with answering exam style questions, recalling knowledge, and being reminded of key geographical vocabulary. Miss Lazell and Mrs Ellis have been conducting live lessons with year 10. This approach has been welcomed by the students who filled in a survey to aid the team with their lesson delivery.

Students have also been encouraged to engage with each other. This has been achieved by using collaborative tasks such as using Google Docs to write down ideas or assigning tasks to individual students and the finished task becomes part of a larger shared document. The use of these strategies retains interest in the topic and requires active student participation. The interaction that these strategies allow means that students have a more 'in class' experience rather than virtual.

which type of teaching do you prefer

23 responses



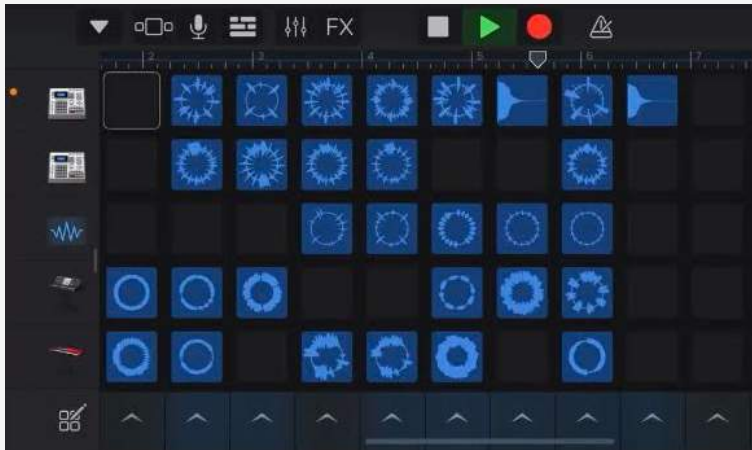
# MUSIC

BY MR DORRIAN

"In Music, the Year 9 classes have been introduced to BandLab. This cloud based platform empowers teachers and students with everything they need for collaborative, engaging and meaningful learning in music.

It provides opportunities for students to engage in an online music studio, use virtual instruments and add premium effects. In addition to this, the Year 9 classes have been asked to complete their 'lockdown top 10', whereby they select their favourite 10 songs that have kept their spirits up during the school closure".

Year 7 have been exploring music from different cultures. They were asked to research the history of the Chinese Lion Dance and associated music. They were given the assignment of of retelling the story to a Year 6 student.



# DESIGN TECHNOLOGY

BY MR LAW

Students in Years 7, 8 and 9 have put their independent engineering skills to use by designing and making pop up card mechanisms at home.

They have showcased their research skills in looking at existing products for inspiration, demonstrated excellent creativity and imagination, developed and problem solved card based engineering problems and produced wonderful end products. We have seen excellent work from all year groups and certainly a career in engineering awaits some of these talented young ladies.



# SCIENCE

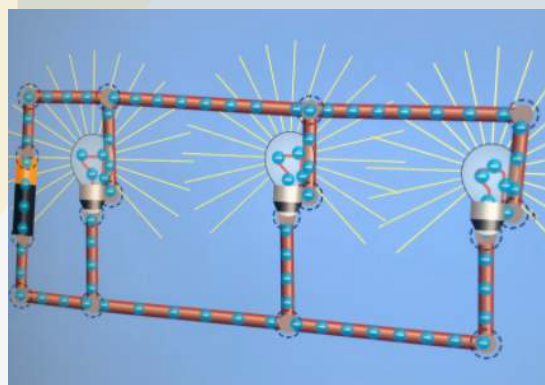
BY MRS DELASALLE

The Science department has been busy exploring new ideas and technologies to deliver fun and engaging learning experiences. This has been a challenge, especially as Science is a practical subject where experiments are a large part of the curriculum. However the Science team have embraced this challenge full on.

Mr Snipp has been using breakout rooms in Google classroom. This has enabled small groups of students to work together gathering information as they would in the classroom. Each group is provided with a task and their own Google meet where they get a chance to discuss their ideas and information whilst completing the task. This allows the girls some much needed social interaction with their peers and also allows the teacher to check in on them, providing support and feedback.

Miss Duffy has been using 'AnswerGarden' which is an online brainstorming tool. Questions can be posed and students are able to input as many ideas/words that they associate with the question. This is a fantastic way to ascertain the level of understanding students have about a subject and can also provide instant feedback

Miss Cogswell has been using an interactive website where her Year 7 class were able to construct their own electrical circuits. They started to learn about different types of circuits such as series and parallel circuits.



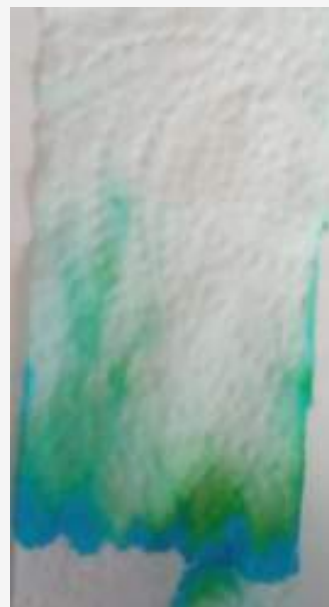
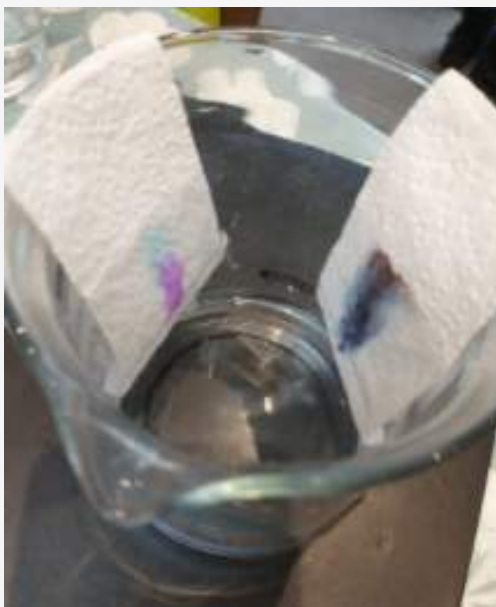
The students could then start to investigate what happens to the current in different circuits that they had made. Next they were able to investigate how changing the number and type of component affected the current in their different circuits.

They could then start to link the behaviour of the electrons in the different circuits. Once they had investigated current, they started to look at the changes in voltage within their circuits and what that means with regards to the brightness of bulbs in their different circuits.

Mrs Kent has been making use of the visualiser to perform some experiments from home.

This includes looking at how substances dissolve in water and the saturation point. She has also carried out some chromatography using simple household items like felt tip pens, kitchen roll and a measuring jug.

This has allowed students to join in and recreate the experiments at home to separate the different dyes in their coloured pens. Students can then take measurements from their chromatogram and calculate the Retention factor ( $R_f$  value).



Miss Delasalle has also been using the visualiser to demonstrate more complex content, such as resolving forces. This has helped students as they can work step by step to get the end results. In the coming weeks, her Post 16 students will be creating their own handmade quadrats and going outside to complete some sampling.

The Science team are also utilising 'Mote' which is a verbal feedback system. This allows teachers to give more detailed and targeted feedback on work that students are submitting. Teachers will continue to research and discover new apps/programmes to use with their students to help deliver the best possible remote lessons they can.

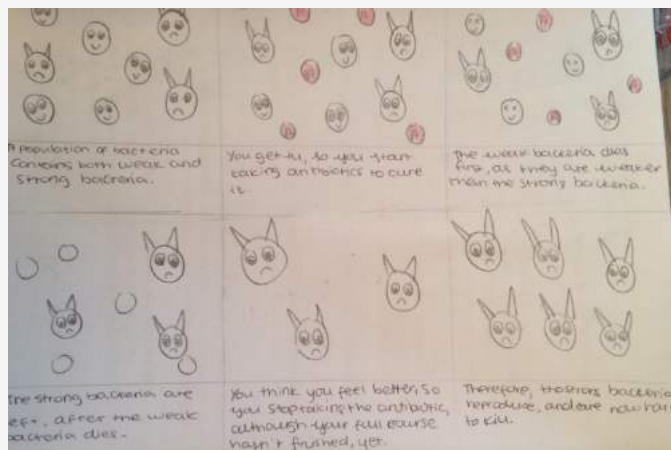


Mrs Donegan-Edwards has been using the Google programme of 'Jamboard' where students are able to contribute to a pin-board using post-it notes and pictures.

Our technicians have also been busy, carrying out and filming all the GCSE required practicals. They have been collecting sets of data for each practical that can be used by teachers in lessons.

This data can also help students to compare their outcomes and therefore consider why the data might be different. The videos will also be able to be used by students when carrying out revision.

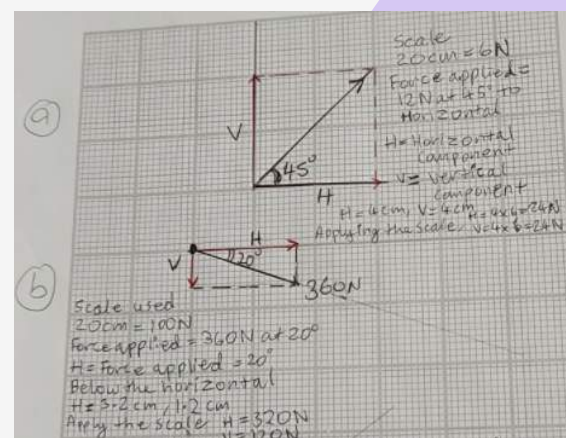
Finally, we have had so many pieces of student work submitted that we wanted to showcase a few of them:



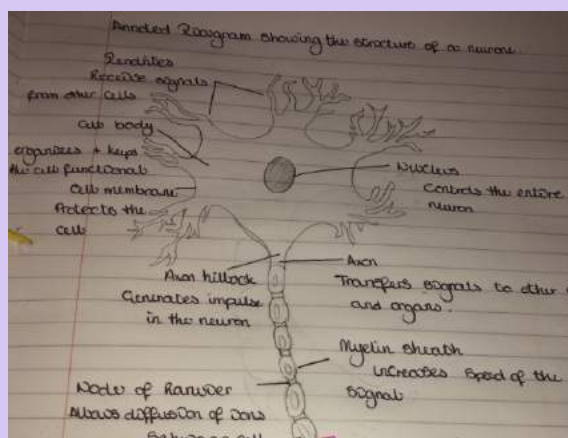
A POSTER TO SHOW HOW ANTIBIOTICS WORK



STUDENTS WERE ASKED TO TAKE PHOTOS OF THE NIGHT SKY



YEAR 11 STUDENTS USING MATHEMATICAL TECHNIQUES TO RESOLVE FORCES



YEAR 12 DETAILED ANNOTATED DIAGRAM OF A NEURONE


Bonjour! Hola! The MFL department would like to thank all our DSTC students for working so hard in their French and Spanish lessons and giving their very best during these pandemic times. A special huge “well done” to Year 11s for working and pushing towards their goals and taking on the new educational challenges with a positive attitude. Your great efforts will be rewarded in the long run!

Despite the situation being completely new to us, we have adapted well to the new teaching circumstances and have managed to keep the lessons busy, fun and engaging. During recent weeks, students have been following tailored lessons and have interacted with their teachers and peers. They also completed their end of module assessments, produced quality pieces of creative writing and participated in some MFL creative challenges.

### Building Famous European Monuments

1. Give the name, city & country of the following European Monuments.
2. Try to build as many of the European Monuments as possible using items you can find around your house, garden or garage
3. Add your photos of your attempts.

**Monument 3**  
 Name: PISA TOWER  
 City: PISA  
 Country: Italy



9C Olivia White

**Monument 1**  
 Name: TOUR EIFFEL  
 City: PARIS  
 Country: FRANCE



9C Krupa Govind  
9C Imogen Baxter  
9C Valentin Lakshmi Sundaram


**Monument 2**  
 Name: ARC DE TRIOMPHE  
 City: PARIS  
 Country: FRANCE



9C Ellen Scott  
9C Megan McKerrill

In KS3 French, we designed our own crêpes to celebrate the French day of “La Chandeleur” (Candlemas). We also participated in a detective activity to discover who stole “La Joconde” (Mona Lisa) at Le Louvre, Paris. In Spanish, we had the opportunity to put into practice our creativity to build European monuments with items found around the house.

Well done ladies! The MFL department is proud to see your great achievements. We are looking forward to seeing you back in class, hopefully soon.



## Qui a volé la Joconde?

- Understanding questions in the perfect tense
- Practicing our Detective skills

*Enquête sur la Joconde*

*Quel est le voleur?*

*Suspects:*

*1. Robin Hood*

*2. Madame BP*

*3. Alice P*

*4. ...*

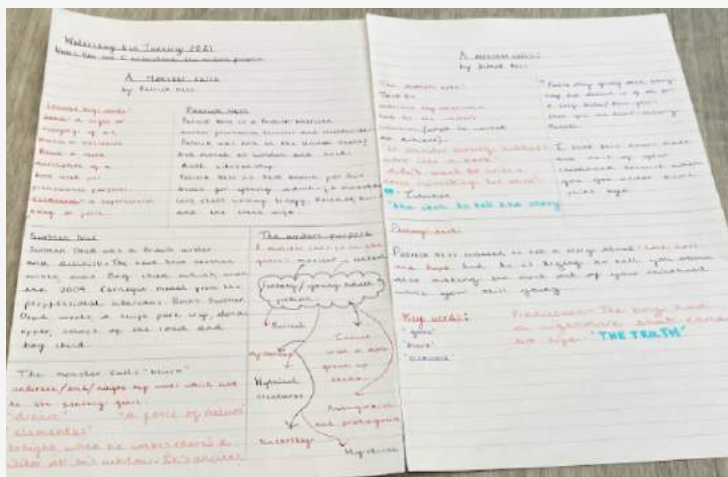
Suspect's	1 at what time did he / she arrive at le Louvre	2 later where did he / she go?	how did he / she travelled	extra evidence
Robin Hood	ten past eleven	took a boat trip then climbed the Eiffel Tower	by metro	Hate's modern art
Madame BP	eleven o'clock	Then took a Segway tour	by metro	
Alice P	twelve o'clock	hiked to the Catacombs	took the bus	didn't like the trip

*Selon notre enquête nous croyons que Miss P est arrivée au Louvre à douze heures. Elle a voyagé en bus Après elle est allée aux Catacombes pour cacher la Joconde. En conclusion le voleur est Miss P*

# ENGLISH

BY MS GIRGENTI

Since Christmas, students in KS3 have been busy reading exciting new texts. Year 7 are studying "A Monster Calls" (the work below is from Peyton White), "Frankenstein" and are also embracing reading a range of books in their Library lessons. Mrs Swain has been very impressed with their engagement and responses to the books they are reading.



To encourage a range of reading, we have been sharing free online books from the 'Festival of Literature' with students with the help of Mr Dix and Mrs Ford (our Librarian) so please keep an eye out and have a go at reading something different.

Year 8 are enjoying the twists and turns of the romantic comedy "Much Ado About Nothing" and Year 9 are reading "The Crucible" and "Witch child".

We've had lots of great work uploaded to the classroom as you can see below - please keep it up! This is a good example of Borachio's plot to destroy Hero by Niamh Woodward.

Key Stage 4 have been continuing with their exam texts and preparations. Year 10 have been reading "Macbeth" and "Romeo and Juliet" as well as preparing for the GCSE Language exams.

Year 11 have been working especially hard on their GCSEs and some excellent work has been uploaded. We have been really impressed with their efforts in this difficult time. Here is an example of some excellent work by Meg Jordan in Year 11:

**How are ideas of deception presented in Macbeth?** In "Macbeth", deception seems to be interwoven into every aspect of life that is presented in the play. Even life itself is presented as a deception, it is a "tale told by an idiot." The noun "tale" connotes a made up story, and 'idiot' suggests only fools try to tell the story of life, as the meaning of it can never be found out due to its complexity. It suggests that nobody can fully comprehend life and understand it, because it is so short and so much bigger than just the people who you live it with and your limited experience. Furthermore, the explanation for how life works within the play, which would have also been the belief when the play was written, is the natural order.

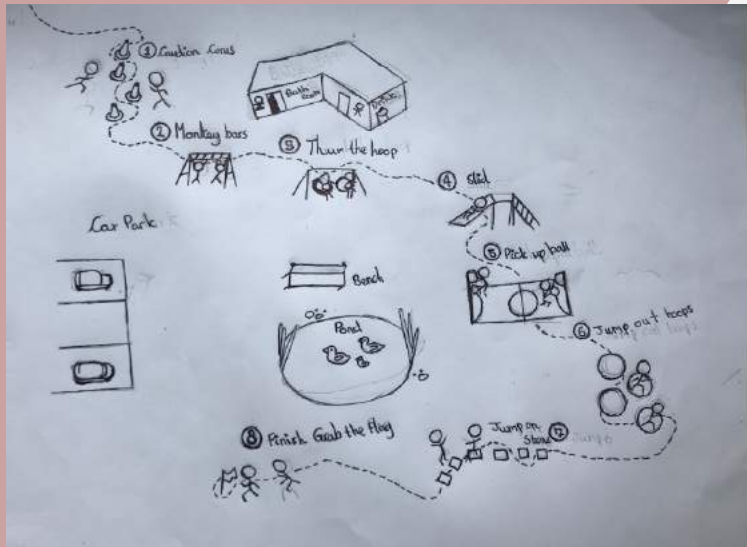
This is the belief system that God is at the top and then the king underneath, then the other members of aristocracy and then professions, trades etc and so it keeps going down, until it reaches animals and then plants. However, throughout the play nature has a destructive quality to it, the weather is often stormy and thundering. After killing king Duncan, Lady Macbeth and Macbeth are haunted by sounds of knocking and an owl hooting, this suggests nature has more power to it than the belief system, the natural order, gives it credit for.



# PE - OBSTACLE COURSES

BY MRS FLETCHER

A further part of the Year 7 team building unit involved the students setting up and completing an obstacle course designed by the PE staff. However, they were then also expected to design or demonstrate their own obstacle course too.



## MEDIA AND FILM

BY MS GIRGENTI

Year 10 Film Studies have been really creative this term as they have spent time researching and planning for their screenplays. Some of the film narratives that have been uploaded are very engaging and we may even have a budding film writer in our midst!

Year 11 Media are also working hard on their GCSE and we have spent this term studying music videos from Duran Duran, Katy Perry and Bruno Mars. The girls have excelled at discussing representation of gender and ethnicity and applying complex theories.

Mrs Girgenti has enjoyed reliving her youth and dancing along to Duran Duran's 'Rio' too.

# MATHS

BY MRS HALL

The Maths department have been incredibly impressed with the dedication and resilience shown by some of our students at DSTC. Over 100 'Above & Beyond' certificates for Maths have been sent to students across the year groups in order to recognise and celebrate their achievements. If you have received one of these certificates, then VERY WELL DONE to you....keep up the hard work!

If you haven't received a certificate, there is still time to be recognised....work hard and show your teacher what you can do!



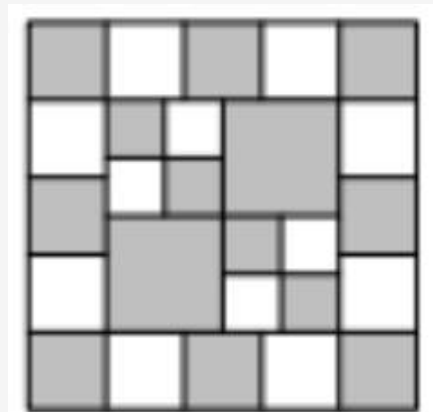
**United Kingdom  
Mathematics Trust**

## UKMT MATHS CHALLENGE

Thirty students from Years 9, 10 & 11 took part in the UKMT Intermediate Maths Challenge on Tuesday 2nd February.

This year the competition was undertaken remotely with Mrs Hall and Mrs Williams invigilating via Google Meet!

Here is a snippet of this year's paper:



The Challenge is a 60-minute multiple-choice competition which encourages mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems.

Well done to everyone who took part.

**WHAT PERCENTAGE OF THE SQUARE IS SHADED?**

## BUSINESS AND FINANCE

BY MISS CARTER

This term, Mrs Ijewere's Year 11 class have been working towards a virtual exam that has given students skills in finance and market research which will help their coursework going forward. Miss Carter's class have been working towards a business pitch based on their own business ideas they have spent this year developing.

Year 10 have been learning about the different types of business ownerships and sources of finance looking at how these link with business case studies.

Year 12 have been completing a market research project. Mr Allen's Finance class have been learning about personal budgeting, economic cycles, attitudes towards spending and how to manage debt. All of the topic work has gone towards an end of unit assessment.

Year 13 have been working towards a virtual exam in Finance which meant all of the hard work they put in for their exams in January did not go to waste.

A huge well done to all the Business and Finance students!



# Dartford

SCIENCE & TECHNOLOGY COLLEGE  
EVERYONE EXCELS IN ALL ENDEAVOURS