

Welcome to

July 2021
Issue No. 5

LORIC



Leadership | Organisation | Resilience | Initiative | Communication

WELCOME

Creating a
community of
choices & chances



Miss Gobbi

PRINCIPAL

I don't quite know how to put into words my thoughts and feelings about this academic year; I can't bear to say 'unprecedented' as that will forever bring a COVID linked shudder down anyone's spine! Perhaps, unimaginable. No one could have foreseen how agile and flexible our staff and students were at switching to online teaching and learning.

No one could have perceived

how supportive and kind the school community would be as we worked through absence and ill-health issues. I don't think anyone predicted how interrupted our rhythm of the year would prove to be, nor our collective resilience and grit to carry on regardless. Personally, I didn't comprehend the magnitude of COVID-19 and how it would impact on our school so dramatically. However, I did know, with absolute certainty, that our Just Cause: 'Creating a Community of Choice and Chances' would serve me well in tough times.

As a teacher of English, I regularly find comfort in words. The thoughtful comments of parents when I call each week to celebrate a student from each year group; the funny things that students say (they can be brutally honest more than anyone I know!) and the words of my favourite writers who I turn to when I need inspiration. This year, I have been touched by kind words regarding my departure and quietly kind actions too. Staff this year have worn many hats and undertaken many roles and they've done so without complaint. There has been a collective will to always do the best for our students and ensure that above all, they feel safe and supported. Our librarian and our technicians ran our COVID-19 Test Centre with aplomb for instance; and you, as parents and carers were educators too when we had to send students home!

My faith in this community has never been stronger and I know without a shadow of a doubt how much the school will continue to thrive and improve into the future.

There are too many instances to cite that have made my time here as Principal so joyous; there are too many staff and too many students to say a personalised thank you and wish a heartfelt goodbye. Instead, I invite you to read through this jam-packed edition of the LORIC and relish in the achievements of our young people again this half term. Please take the time to read through the information from the Hub too about activities that will take place here over the Summer. I sincerely hope you have a restful and relaxing break over the Summer and wish you all the very best for the new academic year.

And instead of struggling for words that don't do this community (and all it means to me) justice, I'll turn to one of my favourite writers and close with:

**'I can no other answer make
But thanks, and thanks
And ever thanks'**

William Shakespeare

Kind regards,
Dominique Gobbi

**LEADERSHIP****INITIATIVE**Creating a
community of
choices & chances**ORGANISATION****COMMUNICATION****RESILIENCE**

YEAR TEAM

7

HEAD OF YEAR UPDATE

**Mr Buxton**

Leadership

Once again, our Year 7 Pastoral Tutor Team have displayed truly wonderful leadership in the final half-term of this academic year. The Team have supported all our Year 7 students as they have gone through their subject assessments. We have also been through the handover process, Mr Edwards and Mrs Brown have worked closely with the current Pastoral Year Team ready to take over as Head of Year and Pastoral Leader respectively as the Year Group move into Year 8 in September.

We have had two fantastic sporting performances as the Year 7 A and B Football Teams beat their Year 8 counterparts 6-1 and 7-2 respectively. Mr Barraclough was particularly impressed with the leadership qualities that the players all displayed on the pitch and the strong organisational positioning play which led to them dominating each game.

To date we have had an eye-watering 223,327 Positive Events since September! Of these, 34,347 have been achieved during Half Term 6, up to the time of writing!

7DWL have won most Pastoral Group weekly awards for Positive Events so far in Half Term 4 with 4,766 Positive Events. During this period Abdullah in 7ELD has been Top of the Team7 Pops with 224 positive points! Whilst Maisie in 7EHR has again topped the Lesson Legend charts so far in Half Term 6 with 45 Lesson Legend points so far.

Leadership has also again figured prominently in our Pastoral Curriculum sessions during Half Term 6, providing Year 7 students with an insight into what makes good leadership around environmental issues in local, national, and international spheres.

Year 7 students have earned 18 positive behaviour points for leadership this Half Term so far.

Organisation

The ECO Clubs have continued to go from strength to strength, with the majority of our Year 7 students participating in at least one club. Football has proved particularly popular with around 70 Year 7 students attending each week! The students have continued to display excellent organisation skills within the Year 7 Bubble, keeping their trays and belongings tidy and well-equipped.

Pride across June saw a month of celebration of tolerance and diversity in Year 7. Our students learnt about the origins of The Pride Movement and the importance of understanding LGBTQ+ issues within society. A number of Year 7 students were instrumental in organising events to celebrate Pride, including designing logos and creating banners which adorned the Agora.

Year 7 students have earned 84 positive behaviour points for organisation this Half Term so far.

Resilience

Many of our Year 7 students have continued to take part in Lexia reading Interventions with Miss Dixon and the rest of her team. These are invaluable sessions in building up the confidence of those who face difficulties with Literacy. The whole Year Group has just taken their second NGRT Reading Age Test which will give us an excellent indication of the impact of the Lexia and Bedrock Literacy Interventions together with the inclusion of key words in each lesson and the weekly vocabulary challenges!

Year 7 students have earned 666 positive behaviour points for resilience this Half Term so far.

Initiative

The Horizons Project continues to be embedded across Year 7 lessons. They are now able to work independently at home using their own motivation and initiative, as well as identify ways to use the technology to enhance their learning in lessons. Many students have subsequently shown significant improvements in the amount of time spent on Bedrock Literacy whilst at home, proving how well the students have embraced the opportunities for extended learning.

Furthermore, the data coming from the Bedrock Literacy site shows that Year 7's use of the online units to develop their literacy skills has grown each week across the half term. Particular mention goes to David in 7EHR who made a 623% improvement in his Bedrock test scores over Half Term 6, which is a phenomenal performance!

Year 7 students have earned 224 positive behaviour points for initiative this Half Term so far.

Communication

The ability to communicate learning and ideas remains a fundamental skill developed throughout the Year 7 curriculum, both in subject lessons and during Pastoral Curriculum sessions each morning. Our students continue to work hard with their teachers and Pastoral Tutors to develop these skills which will play a significant role in their future academic success, reinforcing their learning and exposing their own opinions and judgements to scrutiny and debate. A massive 1186 positive points have been awarded this half-term to Year 7 students for Contributions to Lessons, and a further 1307 for Excellent Work.

Year 7 students have also earned 388 positive behaviour points for communication this Half Term so far.



LEADERSHIP

INITIATIVE

Creating a community of choices & chances

ORGANISATION

COMMUNICATION

RESILIENCE

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YEAR TEAM

HEAD OF YEAR UPDATE



Mrs Lowe

Leadership

Over the academic year, the Year 8 students have taken the chance to fly high with leadership. They have represented their Pastoral Tutor groups in being Student Leaders, taken up interactive 'teaching' roles in literacy lessons and have also led the way in being monitors for the upkeep of iPads. We look forward to continuing our leadership journey with students taking increasing roles in assisting to lead assemblies and delivering information to their peers.

Organisation

Organisation has been one of our strengths this academic year, we have had to adapt to so many changes! Students have worked to manage online learning – a massive 35% increase in online learning was achieved over the course of the national lockdown. We are looking forward to organising our new timetables for Year 9. We were, of course, rhythmically organised for our Mr Motivator dance routine and International Dance Day!



Resilience

With all the changes this year, resilience has been demonstrated by our Year 8 students at every level. In the classroom, students have continued to learn well despite the different learning landscape. In our Virtual Charity Race one of our students took second place across the whole school for continuing to build up those virtual miles! There were also some lovely examples of baking, resulting in our students winning the Great Oasis Bake Off! We all know how much patience and resilience it takes to make great cakes.

YEAR GROUP	BOARD	INDIVIDUAL STUDENT
Y7	45572	Y7 Adura 7SR
Y8	4339.24	Y8 Hassan SACM
Y9	4141.93	Y9 Tom 9CJW
Y10	368789	Y10 Keira 10FB
Y11	3049.49	Y11 Melusi 11NA



Initiative

In Year 8, we have demonstrated initiative when entering the whole school Art Competition, which we subsequently won! We have had a winner in the kindness competition and have had recognition for dedication to school ECO Clubs, these are all driven by the initiative of students to independently work outside prescribed learning. There was also a wonderful example of a student's contribution to a city-wide competition, designing a new kit for a LGBT+ Football Club.



As a Pastoral Team, we have also taken the initiative to reward attendance and behaviour – each week we run an Interform Competition and reward with pastries and drinks on a Friday morning.

Communication

Students in Year 8 have enhanced their skills in online communication considerably. They have been able to access and respond to online lessons, use GoFormative and take part in interactive quizzes and forms. The students in 8JNB have communicated their favourite recipes to make a collective cookbook and this has been reliant on their ability to communicate in verbal and written form.

I am extremely proud of the way our students in Year 8 have continued to demonstrate the LORIC characters over this academic year and I am looking forward to seeing this continue in Year 9!



**LEADERSHIP****INITIATIVE**Creating a
community of
choices & chances**ORGANISATION****COMMUNICATION****RESILIENCE**

YEAR TEAM

9

HEAD OF YEAR UPDATE

**Miss Seijo Marks**

Leadership

What a year this has been for our students in Year 9! We have the pleasure to work alongside one of the strongest Student Leadership Teams. Our twenty-two outstanding representatives have taken on a number of responsibilities for the entire Year Group, such as the creation of slides and delivery of the cultural part of the assembly on a weekly basis, doing equipment checks and monitoring standards and routines.

Organisation

Throughout the academic year, Year 9 have been very well organised. They have had a clear understanding and sense of pride as a group. They have also helped to organise the rewards for this year: an ice cream van and a cinema session!



Resilience

At the end of Year 8, some of our students behaviour was considered challenging. Since they returned in September, Year 9 have kept their crown as the most rewarded Year Group. This is so fantastic that we decided to throw a little party for those students who have never been awarded a negative point!

Initiative

Since the beginning of the year our students have shown initiative in many fields. From organising an on-going football competition at lunch, to proposing changes to the way the Year Group works. For example, they requested that the trays were taken away as they were making their classrooms untidy.

A number of students in Year 9 have taken the initiative of making our school greener. They are working alongside Mr Swift to achieve that goal! For more information about this, please refer to the Science section.

Communication

Since the introduction of iPads, the communication skills of our students has become more efficient. Miss Matthias has used the emails from our Year 9 in her other Year Group lessons as examples of how to communicate appropriately with staff.

More importantly, communication between students and staff has become more efficient since the Form Representatives meet with Miss Marks and Mrs Neild on a weekly basis.



**LEADERSHIP****INITIATIVE**Creating a
community of
choices & chances**ORGANISATION****COMMUNICATION****RESILIENCE****10**

YEAR TEAM

HEAD OF YEAR UPDATE

**Mr Jolly**

Leadership

Year 10's have come a long way this year and shown incredible leadership skills in recent months. Not only have they been acting as Year 11's by setting examples to the younger Year Groups they have also helped each other through what has been a challenging and difficult year. I recently had the pleasure to be on the panel for the Student Principal interviews, all interviews were incredible and myself and the other staff interviewing were blown away. The students showed a real passion to be a Student Leader and it was very evident they clearly wanted to step up and help make a difference to our school community. I look forward to working alongside the Student Leadership Team next year.

Organisation

Throughout the constant changes this year, the Year 10's have had to react quickly to different learning environments. Their high level of organisation has allowed them to do this so efficiently. Year 10 took part in a virtual work experience; this gave them the opportunity to experience different professional environments. The students had to be much more independent and adjust their usual routine to allow them to access work experience, this was done very maturely and professionally by all.

Resilience

Year 10 have had a difficult year with lockdowns, bubble closures, assessments, and Year 11 preparations. Despite all that has happened and the difficulties we have faced, the Year Group have not seemed fazed by this. They continue to put 100% effort into all their work regardless of the situation. They do not allow what is going on around them to distract them from what they are doing. This level of resilience has been clear to see all year but even more so now they are becoming Year 11's.

Initiative

Year 10 have shown initiative all year but more so recently with the increase in bubble closures. This has meant that they have had to adapt to different types of lessons whether it be in school or at home and our students have shown great initiative to deal with this ever changing environment.

Communication

Year 10 have come a long way this year and have grown as individuals. They are much better at communicating with staff and each other, they do this professionally and maturely. They regularly show an interest in the work by emailing work done at home or requesting extra work from their teachers. Whilst working in such difficult times they have had a lot to deal with and they are now much better at expressing their feeling and asking for help when needed.

**YEAR 10'S HAVE COME A
LONG WAY THIS YEAR**

YEAR 11



On Friday 9th July, 5 of our exceptional students at the Academy celebrated the OCL National Student Awards with Principal Dominique Gobbi and Heads of Year. The event, usually held at the Birmingham ICC, was held over Teams, whilst our students enjoyed Afternoon Tea. The students were nominated by members of our Academy community as they have shown exceptional competence, character or community commitment. The students received a special medal commemorating their achievements.

Jack, Year 7, was also nominated for the Competence Award.

Jack is an exceptionally hard-working student who always shows a willingness to learn more in all his subjects. He has a curiosity for learning that makes his performance in lessons way above and beyond what is expected. Jack is joyful and humble and aspires to be a scientist when he is older. Jack is well liked and respected by staff and students alike and is a shining example of what it is to be a successful student at Oasis Academy Oldham.



COMPETENCE AWARD

Eve, Year 10, was nominated for the Competence Award. We are extremely proud that out of every student across the Oasis family nominated by their own academies, Eve won the overall Competence Award, selected by CEO, John Murphy. The Competence Award is for a student who has made an outstanding achievement in learning, sports or the arts. Eve is an outstanding student, a fantastic role model, a Senior Prefect and a Franklin Scholar.



COMPETENCE AWARD

Eve demonstrates the Oasis 9 habits each and every day, excels in her learning and is exceeding her targets in every subject. She excels on the sporting field, representing every team in her Year Group and is a key player for AFC Manchester Girls. Eve plays a pivotal role in volunteering at her local church and has been instrumental in leading assemblies to her peers on both the Black Lives Matter movement and knife crime.

Rahmat, Year 10, was nominated for both the Character and Community Awards. The Community Award acknowledges a contribution over and above expectations for the benefit of the Academy, local or global community. Rahmat is an exceptional pupil, always helps others and consistently acts in a selfless way. Rahmat is excellent both academically and in the sporting field. Rahmat has developed a wealth of positive relationships across the Academy, she is a fantastic role model to her peers and supports whole school events regularly. Rahmat represents AFC Manchester Girls and is currently the Oldham Schools 100m Girls Champion. Rahmat was elected on to the Oldham Youth Council where she presented a manifesto which explained how she wished to fight knife crime in our local community.

Conor, Year 11, was also nominated for the Character Award. Conor, faced with many challenges has turned his behaviour around since having an unsettled time in Years 7, 8 and 9. During lockdown Conor attended school every day and became a positive role model to our younger students who attended. He regularly stepped in to resolve situations and was a great support to staff. Conor is a popular student who brightens the day of his peers and staff. His mature attitude continued throughout Year 11, and he ensured he was well prepared for his GCSE's.

Dennie, Year 11, was nominated for the Character Award. The Character Award is for an inspiring individual, someone who lives out the Oasis ethos in their own lives. Dennie was diagnosed with a cancerous tumour halfway through her Oasis journey. Dennie demonstrated joy and hope whilst attending school and worked extremely hard to catch up the work she had missed. She is humble and patient and always comes to school with a smile on her face. She has put in 100% effort in her lessons in order to achieve the best GCSE results she possibly can. Dennie is an inspiration to her fellow students and has demonstrated that no matter what obstacles you face, you can overcome them through resilience and perseverance.



CHARACTER AWARD

STUDENT

PRINCIPALS

This half term created an exciting opportunity within our Year 10 Student Leadership Team as we had the privilege of rolling out applications for the role of Student Principal. With over thirty applications handed in, Miss Gunner (leader of the Student Leadership Team), Mr Jolly (Head of Year 10) and Miss Hurst (Assistant Principal) carried out a day of interviews. Our students showcased their achievements and discussed their desire to become Student Principals. All of our students spoke with enthusiasm and determination and were a credit to our Academy. Due to the quality of responses given in the interviews, and the ideas brought forward, we have created two new teams: Equality and Diversity Ambassadors and Wellbeing Ambassadors. Students in these teams will create and leading new projects around the Academy to promote understanding, acceptance, and exploration of these topics within our school community.



Eve - Principal

My name is Eve, and I am one of the Student Principals in OAO. I decided to apply for the role of Student Principal because I always wanted to be a role model for fellow students and a reference point to those who are in need. I wish to guide and support other students who may have more things in common with me (since we are almost all around the same age group) than they may necessarily have with a teacher. Hence, I wanted to be a vehicle for students that have opinions regarding certain issues and a pillar to those who perhaps were too shy to express their thoughts and feelings.



Harry - Co-Principal

Hi, my name is Harry, and I am part of the Student Leadership Team. I, like many of the other Student Leaders have had experience being in leadership roles such as being a Prefect and a Form Representative. I am very proud and delighted to be one of the Co-Student Principals at Oasis Academy Oldham. I wanted to be part of the Student Leadership Team to not only get feedback from students to help improve the Academy but to give everyone an equal opportunity in the Academy and steer students who may make mistakes, offer guidance and help them to achieve their best. I am also delighted to be working alongside the rest of the Student Leadership Team who I know are all capable of improving school life for all the students. I cannot wait to work with my peers and work alongside the students to get feedback to help improve the Academy.

Hi, my name is Rahmat, and I am in Year 10, and I have recently just been selected to be a Student Principal. I wanted to be a part of the Student Leadership Team as it is something that I was very determined to do and because I thought it would be a great opportunity for me to get involved with the school more. One main reason why I wanted to be a part of the Student Leadership Team is because I feel as if teachers need a break sometimes just like us students have. They work twice as hard for us, and I would like to help them by doing some work or getting things done within the school as there could be a lot and as they could be potentially stressed as well. Everyone needs a break sometimes, and I feel as if this is something teachers should get more of in our Academy as they come to school to make sure that we get the best grades possible for our future. One other reason why I wanted to be a part of the Student Leadership Team is because I wanted the younger years to have someone to look up to and have a mindset of being the best they can in the Academy and make the best of the rest of the years they have at this school. One thing which I would like to achieve in this role is making sure everyone is satisfied and if something needs to be said they should speak up without feeling as if they are restricted from doing so.



Rahmat - Principal

As being a Co-Student Principal, I hope to achieve in building a stronger relationship between the students across the Academy and the Student Leadership Team by asking for input and feedback from them to help improve the school. I also wanted to be a part of the Student Leadership Team as I saw it is a great opportunity to be more involved within the school, helping to be a voice for all students.



Millie - Co-Principal



Haider - Co-Principal

In gaining the role of Co-Student Principal within the Student Leadership Team I hope to do many things and start many projects. One of which being creating study spaces. I hope to create some designated quiet areas where students from each Year Group feel comfortable going in to study, catch up on work, etc. A space where there are not any distractions and where no one feels uncomfortable. In becoming a part of the Team, I now have been given the opportunity to make this happen.



LITERACY

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NEWS

Welcome to OAO final newsletter for this academic year.

June was Pride month, and it was dedicated to celebrating LBGT communities all over the world and so this edition includes great book recommendations around this subject. This edition also includes a range of football books as we know how much people enjoyed the Euros (until the final!). Finally, it is full of fun packed activities and competitions around environmental issues helping to save our planet and supporting the World Wildlife Fund. Enjoy!

BOOK REVIEW

QUEER

KATHY BELGE AND
MARKE BIESCHKE

Age
12+

Teen life is hard enough with all of the pressure's kids face, but for teens who are LGBT (lesbian, gay, bisexual, or transgender), it is even harder. When do you decide to come out? To whom? Will your friends accept you? And how on earth do you meet people to date?

Queer is a humorous, engaging, and honest guide that helps LGBT teens come out to friends and family, navigate their new LGBT social life, figure out if a crush is also queer, and rise up against bigotry and homophobia.

Queer also includes personal stories from the authors and sidebars on queer history. It is a must-read for any teen who thinks they might be queer—or knows someone who is. It also gives students the opportunity to understand and feel more open about other lifestyles and be less judgemental.

This book is on the always available Sora list and you can read it by logging onto Sora here.



Recommended Reads – LGBT Read the Rainbow

There is a great selection of reads related to this topic on Sora and we also have a good selection of books in our library. I have included recommendations available within our library or on Sora below. If you are interested in loaning a book you can scan our library QR code which can be found around school or you can check out the selection on **Sora here**.



Great websites and Information

- National Literacy Trust Celebrating Pride Month great selection of age related books **here**
- National Literacy Trusts Virtual School Library **here**

First News – Pride Month

First News is an award-winning national newspaper for children that our school subscribes to. It presents current events and politics in a child friendly format along with news on entertainment, books and much more. This month is featured Pride Month, children can learn about the history of The Pride Movement which campaigns for people to have equal rights whatever their background. You can watch their 'I Don't Get It' what it means to be LGBT video **here**.





LITERACY

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NEWS

BOOK REVIEW

SOCCER AND ITS GREATEST PLAYERS

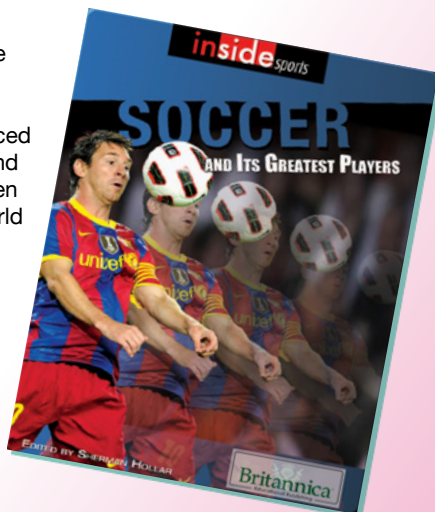
SHERMAN HOLLAR

Age
11+

With a following that remains unmatched by any other sport, football has commanded the loyalties of peoples of all backgrounds around the world, stirring the passions of all.

National associations in countries across the globe have encouraged the emergence of numerous skilled players and advanced the level of competition and skill in the game, as is often demonstrated in each World Cup. The history, rules, and prominent players of this beloved sport are all examined in this exuberant volume.

This book is available on Sora and you can read it by logging onto Sora here.



The Reading Agency – Get Reading and Save the Planet!

The Reading Agency charity have teamed up with WWF for their summer reading challenge. The theme is Wild World heroes. Teenage naturalist Dara McAnulty and award-winning explorer Steve Backshall have been announced as Ambassadors for the challenge and there will be events and activities held at local libraries across the UK. You can find lots of related book suggestions on their website with their great 'Book Sorter



THE
READING
AGENCY

Competition - Voices for a Green Future

First News children's newspaper along with National Grid are giving students and possible future leaders aged 7 – 15 the opportunity to have their say on climate change in their 'Voices for a Green Future' competition. Students can win £150 and £5000 for their school and all they have to do is write and submit in no more than 200 words "If you were in charge of the country what would you do tackle climate change". Find out more about how to enter [here](#).

Marvellous Creation

Our wonderful Year 8 student Parul has been creating some works of art for the library.

She has created a magnificent front cover which highlights why reading is important and should be at the forefront of everyone's mind.

Her second design was a fantastic reading clock which can be used to track and monitor how many hours you have read within a week.

If you would like to create something literacy focused for the library, then please send it over to Mrs O'Neill and you could be rewarded with a range of books and treats!



CONGRATULATIONS!

Share Your Creations with me

Share your book reviews, activities, artistic creations, or any other literacy related ideas, I would love to see them.

You can contact me and email reviews etc. on the details below. Happy reading.

For more information contact Mrs. O'Neill
Rebecca.oneill@oasisoldham.org

PASTORAL CURRICULUM



HIGHLIGHTS OF THE YEAR

The Pastoral Curriculum has provided students with the opportunity to discuss some important issues within their morning form time. Discussions around well-being and resilience will have provided our students with more skills to help them understand themselves better and the world around them. Many topics were centred around the following:

ORGANISATION

INITIATIVE

WELL-BEING

THEM AND US

E-SAFETY

RESILIENCE

LEADERSHIP

COMMUNICATION

ODD SOCKS DAY



We also had the opportunity in school to celebrate Black History Month. Students were taught about key black figures throughout history and the contribution they have made to the world and our modern society. This has helped to broaden our students understanding and to raise aspirations for many.

BLACK HISTORY MONTH



There has been many highlights during the year, Odd Socks Day was a positive celebration within the Academy to highlight the issue of bullying. This was a great success and lovely to see so many students take part in voicing their support for anti-bullying.



FACULTY

NEWS



ENGLISH

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WHAT ARE WE STUDYING?

Year 7 are studying *Oliver Twist* and are looking at the rules and traditions which regulated Victorian society; we will explore ideas of poverty, crime and orphanage too.

Year 8 are studying *Animal Farm*. They are looking at the role of power and leadership within a community and are also learning about the Russian Revolution too.

Year 9 are pushing their skills and looking at conventions of Dystopian texts such as *The Giver*, *1984*, and *The Handmaid's Tale*. We are exploring how these texts are written and how they support or reject the styles we expect from these texts.

Year 10 are working on filming the Speaking & Listening component of the English Language GCSE in preparation for Year 11.

HOW COULD WE EXPLORE A LITTLE BIT MORE?

Get into the habit of reading newspaper articles – www.theguardian.com is the best place to go!

Year 7 – Watch the film adaptation of *Oliver Twist* and consider how it varies from your script! www.youtube.com/watch?v=RrgCWGY5ctY

Year 8 – Watch the modern version of *Animal Farm*: www.youtube.com/watch?v=cGzRf0Ow1qU

Year 9 – Search 'Gothic' or 'Dystopian' genres on Netflix or Amazon Prime and let us know which are your favourites!

Year 10 – Watch any Channel 4 documentary to explore modern-day topics and views about these within society: <https://www.channel4.com/categories/documentaries>

EXCITING NEWS & NEW OPPORTUNITIES:

Michael Morpurgo has teamed up with the Royal Shakespeare Company and made some teen-friendly adaptations of super famous plays! We have gained access to the videos for you here:

- The Tempest • A Midsummer Night's Dream
- Romeo & Juliet • Macbeth

Receive and review books for FREE! Sign up at: www.booksupnorth.com/contact-books-up-north

Practise your creative writing and have your work PUBLISHED! Sign up at: www.youngwriters.co.uk

Enter this writing competition and send entries to Ms Kivell and Mrs Fujikawa:

www.branfordboaseaward.org.uk/2021-competition-details

SHOUT OUTS!

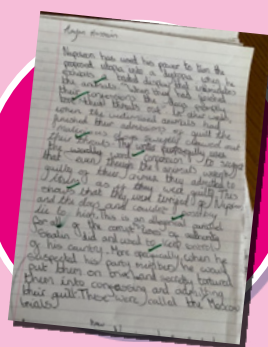


Y8 are working up a storm with their application of *Animal Farm* knowledge:



The quality of recent assessments demonstrates some of the best KS3 work we have ever seen:

9SB have been working on their vocabulary and are making HUGE improvements in their written work:



Parul has been rewarded not only for the pride in her work in the classroom but in her homework book too:



FACULTY NEWS

Creating a community of choices & chances



MATHS

WHAT WE HAVE BEEN STUDYING?

Year 7

Unit 15 – ratio
Unit 16 – percentages

Year 8

Unit 12 – circles and composite shapes (area, circumference, area and perimeter of composite shapes).
Unit 13 – volume of prisms (cubes, prisms and composite solids)
Unit 14 – surface area of prisms (cubes, prisms and composite solids, nets)

Year 9

Unit 18 – proof
Unit 19 – mean from grouped data
Unit 20 – comparing data distributions
Unit 21 – scatter graphs

Year 10

Unit 21 – averages and range
Unit 22 – data collection and sampling
Unit 23 – presenting data including scatter graphs

WANT TO STUDY MORE?

Logging into www.hegartymaths.com/ and completing any tasks assigned by their teachers along with doing additional revision is a great way to be successful in Maths. This will also be where you will find assigned tasks over the summer to complete.

HEGARTY MATHS CLASS LEADER

Below we celebrate the top 3 students for each Year Group for their efforts on Hegarty Maths throughout the entire academic year so far.

Year 7 Mathswatch Leaders

Rank #	Name and Class	Questions Answered
#1	Husnayn – 7s1	736
#2	Laiba – 7s1	662
#3	Shaan – 7s1	586

Year 8 Mathswatch Leaders

Rank #	Name and Class	Questions Answered
#1	Parul – 8n6	3682
#2	Aliza – 8s3	1285
#3	Talha – 8s5	1284

Year 9 Mathswatch Leaders

Rank #	Name and Class	Questions Answered
#1	Iman – 9s5	2375
#2	Zaib – 9n4	865
#3	Akhas – 9s1	744

Year 10 Mathswatch Leaders

Rank #	Name and Class	Questions Answered
#1	Ayshah – 10n2	1911
#2	Keira – 10n1	1293
#3	Henry – 10n1	1191



SCIENCE

Despite the challenges of education in the age of Covid 19 the Science department has continued to include outside companies and agencies in our curriculum offer.

Particular highlights were British Science Week and International Careers week where OAO Science department offered multiple opportunities to its learners to learn about and engage with outside agencies such as GM Higher and STEM Learning.

International Careers Week included collaborations with many companies. The main highlight and event of the week was an Online Careers Fair which students from Years 7, 8, 9 and 10 were all given the opportunity to attend.

They had the chance to interact online with activities, displays and information stands, and to talk to “real people” who worked for those companies. Companies involved included AECOM, BBC,

Google, ASDA, Auto Trader, Babcock International, Network Rail, BAE Systems, BP, EDF Energy, Just Eat, General Electric, RAF, Institute of Acoustics, Jacobs, Morgan Stanley, NDA, Health Education England, Siemens, Alstom, STFC and Unilever!

British Science Week saw an online session called “Inspiring Women” with Engie (a utilities company). This and another session called “My Skills My Life” highlighted the many women who have STEM (Science, Technology, Engineering and Maths) based careers, were both delivered with the hope of encouraging female students to undertake STEM related career pathways.

We had an online session called “Covid Vaccine – Explained” delivered by virologists working on the virus currently, “Nuclear Career Talks” by apprentices working in this field of study. We had a virtual visit by a CEO from DePuy Synthes, the company that own Johnson and Johnson and a virtual tour and Q&A session with Yorkshire Water.

Preparing Students for a successful future in education. The Science department at Oasis

Oldham has this year worked towards preparing students in Year 11 for their next steps in academic life, working closely with a company called GM Higher. Sessions were delivered virtually on what “Student Life Post 16” would look like, how students at Oasis Oldham could “Be College Ready”. Alongside this we ran sessions on “Interview Skills Pre 16” to ensure they felt confident and were successful at college interviews.

Wild Ed is another company we have worked with historically and this year they have worked with Year 9 students to create individual projects on “Taking Action for Conservation” locally in Oldham, encouraging students to see themselves as part of their local environment and understand that they can take a stand, and make a difference, right here.



5-14 March
British Science Week 2021



FACULTY

NEWS

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MFL

WHAT HAVE WE DONE THIS YEAR?

Year 7

Year 7 have studied the topics of 'In class' and 'Free time' in both French and Spanish.

Year 8

Year 8 have studied the topic of 'My style' in both French and Spanish, as well as the films 'Le petit Nicolas' in French and 'Chico y Rita' in Spanish.

Year 8 have also had the exciting opportunity of choosing their MFL option for next year. This will allow them to concentrate on their chosen language in much more detail and prepare them for a GCSE in Year 10 should this be the path they choose.

Year 9 French/Spanish

Year 9 have studied a variety of topics such as 'Myself', 'Technology', 'Customs and Festivals' and even a film in their language of study: 'Les Choristes' for French and 'Voces Inocentes' for Spanish.

Year 10 French/Spanish

Year 10 have focused hard on their GCSE studies and are preparing for Year 11. They have studied topics such as: 'School', 'Post 16 plans' and 'Holidays'.

EVENTS AND COMPETITIONS

OAO MfL students have this year had the opportunity to take part in our MfL Monument Competition, The Great OAO Languages (virtual!) Bake Off for European Day of Languages, the MfL Christmas Card Competition and the 12 Verbs of Christmas. Students have also had the chance to take a virtual tour of Spanish and French speaking countries, complete online escape rooms, take a virtual holiday and virtually drive through cities whilst listening to the local radio of the chosen city.

Miss Redpath has also started our really successful KS3 MfL Club where each week a new country is chosen by spinning a wheel. This means our students have been able to learn a little of the languages of countries such as Spain, Switzerland and the Netherlands as well as try some tasty local delicacies.

WHAT ELSE CAN I DO?

Learning a language can be challenging but it can also be fun! Remember any live lesson recordings and lesson powerpoints can be accessed in your class Team, as well as Knowledge organisers, GCSE study packs and revision tasks.

Also check out the virtual classrooms, virtual trips to cities, suggestions for reading or watching opportunities in French and/or Spanish – all on your class Team.

Quizlet * also an app - www.quizlet.com

This is where you can find all of our knowledge organiser vocabulary, Universals and Wagoll texts for home learning revision.

Memrise * also an app - www.memrise.com

Practising little and often is the key to success. The more vocabulary you know, the easier studying a language will become

All-In - www.school.all-in.org.uk

Every student who studies a language in Year 7-11 has an individual login and (shared) password. This is where your home learning is always set.

GCSE - GCSEPod

Every GCSE Languages student has home learning set on here to improve their understanding of the topics and grammar as well as to practise exam skills.

GCSE Bitesize revision

This can help again with key vocab. Revise and practise and even test yourself. Bitesize revision in topic areas.

JUST FOR FUN...

Follow us on:

Instagram: @oasisoldhammfl • Twitter: #OAO MFL

COMING NEXT YEAR...

Exciting events such as an MFL Cross Curricular Experience Day, the OAO International Film Festival and... keep your eyes open for...



FACULTY NEWS



HUMANITIES

GEOGRAPHY

For some of Year 7, Geography has been a brand new subject! This year we have learnt about ecosystems, natural hazards, population and more...

As well as new geographical content, Year 7 have been learning new writing skills and how to expand their answers to explain in further detail the social, economic and environmental effects. Here are a few fantastic examples below!

HISTORY

The History Team are very excited about the launch of the new Key Stage curriculum for next year. Expanding the scope of the curriculum to include a broader range of social and political issues, as well as investigating important examples and eras from beyond Britain and Europe, the new curriculum will inspire students to delve into many new and intriguing aspects of world History.

3. Study the Figures below.
Figure 5a shows the devastating effects caused by the Haiti Earthquake in 2010.
Figure 5b shows the devastating effects caused by Typhoon Haiyan in 2013.

Figure 5a





Figure 5b



Describe the primary and secondary effects of a named earthquake or tropical storm you have studied. (8 marks)

Named example: In the figure 5a, 5,000 schools were destroyed. This is a primary effect because the cause was an earthquake. The consequences of the 5,000 schools destroyed are that the kids that learn on those schools, their school was destroyed so probably they wouldn't learn. The effects of not going to school for learn can affect them in the future, for example if they wanted a job as a writer, they can't do the job because their school were destroyed. Also can affect the adults that worked in that school they won't teach, so they don't use money!

In the figure 5b, 13 billion of people were homeless. This is a secondary effect, this is because the earthquake hit a very strong rock that fell on the houses of the people, this affect the people because they used to live in tents that were destroyed. They lost their things, their privacy and probably their lives. That can take a lot of bad things, like diseases they could spread it and die.

3. Study the Figures below.
Figure 5a shows the devastating effects caused by the Haiti Earthquake in 2010.
Figure 5b shows the devastating effects caused by Typhoon Haiyan in 2013.

Figure 5a





Figure 5b



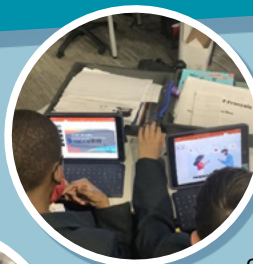
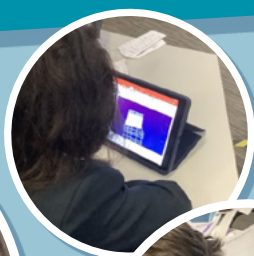
Describe the primary and secondary effects of a named earthquake or tropical storm you have studied. (8 marks)

Named example: Haiti earthquake. One huge primary effect of the Haiti earthquake was 5,000 schools were destroyed. This means hundreds of thousands of children were going without education. This means that in the future it could affect jobs and economic stability. This is because if you aren't educated or qualified it's going to be difficult to find a job. This then causes lack of money coming into the economy. What makes it worse is more people will then die as they will die because they won't have food or everyday essentials. A huge secondary impact is that 13 million people were left homeless. This meant they had to set up tents in the middle of the roads and on fields. Just for shelter. This is extremely looked down upon as it is unhygienic and the risk of disease and illness is massive! Also there's no privacy and you would not be able to shower or wash properly, use toilets or even brush your teeth. As well as all this you would struggle even more as around 8-9 people would be in one small tent. This is hugely recommended and unsafe. Not to mention how hard it would be if you had small children.

FACULTY NEWS



COMPUTING



We have been doing lots of exciting things in computing this year. Students have had an introduction to the fundamentals of computing, such as binary, hexadecimal and looked at basic computer concepts in hardware, software, networking, computer security and programming. All pupils have worked hard with these new topics, and we are proud of them! There is so much more to explore next year, and we cannot wait to get our programmers on board.

ART & DESIGN



ART IN SEN

Pupils in SEN have been working on a mixed media project, looking at the work of artist Henri Rousseau. Pupils have been taught about colour theory when blending oil pastels, and working on their observational drawing skills. Pupils are now working on press prints of leaves and flowers in order to create a Rousseau display. The class have had an opportunity to try out their new iPads when capturing images of leaves and flowers in the school grounds.



CREATIVE PASSPORT

This Half Term we have launched the Creative Cultural Passport. The Cultural Passport provides extra-curricular opportunities in Art, Drama, Music, Film and Technology. Our aim is to celebrate the creative industries and provide students with a wide range of experiences. This term we have enjoyed a virtual trip to New York; students have virtually walked the streets of the set of Ghost Busters, sketched in Central Park, been behind the scenes at the Frozen production and designed an electronic bill board. We have had a huge intake, the creative subjects remain as popular as ever.

Next year we will be looking at local creative experiences with opportunities for students to become Creative Ambassadors.

FACULTY NEWS



P.E.

The staff and students are incredibly excited for Sports Day 2021. After a tough year in sport, we are looking forward to participating in our Olympic themed Athletic/Sports Day. An action-packed day lies ahead for the students as they take part in a variety of different classroom activities alongside a traditional Athletics Day and some Danish rounders!

Every department in school has designed a mini task for the students to attempt. Some fantastic ideas have already been designed. How about practising your literacy while you train to be a commentator with the English team? Or trying your hand at designing a media programme for a famous sprinting event with the Media team? You could try designing a mascot or a team outfit with the Art and Design team? How about a little culture and tradition from our Languages team? Or if you are feeling brave, you could try to get to the bottom of the numbers with Team Maths.

With every department in school supplying a project for the pupils, the day really is action packed and will provide a lovely end to term for our students! Your Form Tutor will be attached to you all day so with a little team spirit and hard work, you could be crowned Form Champion for the day!

Remember you are allowed to be in your PE kit for sports day!



HOSPITALITY & CATERING



The students in KS3 currently studying cooking and nutrition will all have had the opportunity to have completed a practical lesson.

Students are really excited about this opportunity. They will make a couscous salad. The purpose of this practical is to introduce/reintroduce students to the food rooms and to develop their knife skills ready for the next academic year.



FACULTY NEWS



DANCE



What a wonderful summer term we have had. There have been lots of events for the students to be getting involved with in dance.

ECO CLUBS

We have had our dance ECO clubs for students from Year 7-10 all taking part. We hope more of you can join us in September!



Our Year 7 students have been working very hard on a street dance routine and have all made fantastic progress, well done Year 7!

Our Year 8's have also been working on performing a street dance mash up, they are growing in confidence each time they perform.

Our Year 9 and 10's have been learning a new dance after school. They have enjoyed learning something new and cannot wait to show it to you all soon.

DANCE CAPTAINS

Our Year 9 and 10 dance students who study dance as an option were asked if they would like to be a Dance Captain for their class. This involves leading parts of the lesson, managing the class's kit/effort, arranging after school practices and much more. I was delighted with the number of responses we had. Well done to all who applied. I would like to introduce you to our Year 9 and 10 Dance Captains and Vice Captains.

Our Year 9 dancers performed for the first time this term to a live audience, well done girls! This was a great opportunity to perform in front of others and prepare for their first assessment piece in jazz dance.



We hope it is not too long until we can all perform for you in person again. The dance students are excited and looking forward to our next Dance Showcase, we hope you will support them!



PERSONAL PATHWAY PROVISION



LEADERSHIP & ORGANISATION

Students in The Bridge have demonstrated some great leadership skills this Half Term, they have been accessing a new outdoor space which means that they can now participate in sports such as: Basketball, Football and much more. The KS4 students have been excellent role models to the KS3 cohort, displaying fantastic peer mentoring skills and assisting the KS3 students whenever they struggled in their chosen activity.

A HUGE shout out to Lea from The Gateway who has recently completed some amazing pieces of Art Coursework. Lea is currently studying the Geometric Pattern styles of Jennifer Sanchez. Well done!

ORGANISATION

The students in the Personalised Pathways Provision have been working very hard (with help from Mrs Dale) on creating and running a sweep stake for the European Championships. Students from The Gateway and The Bridge have been learning facts about their selected countries and their respective flags.



RESILIENCE

Despite these challenging and unpredictable times, students in the Personalised Pathways Provision have shown excellent resilience this term and have adapted so well to sudden changes, bubble closures and other restrictions. Many PPP students have also managed to maintain a good level of attendance and punctuality. Keep up the good work, well done!

INITIATIVE

As part of the OASIS Horizons project every child in school has received an iPad to support them with their studies. Students in the Gateway and the Bridge have responded to this a very positive manner and have shown excellent initiative. Feedback from all students is very positive as they find the iPads extremely engaging! The PPP students can be seen regularly accessing educational apps throughout their breaks and lunchtimes.

COMMUNICATION

We are currently holding our regular PPP review meetings with students and parents; this allows staff the opportunity to feedback to parents on their child's progress and achievements this term. It is absolutely wonderful that we have finally been able to meet face to face. The review meetings also allow us to liaise with parents and together discuss the best ways to provide support for the forthcoming school year.

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PRIDE MONTH

June was the month of Pride. Here at Oasis Academy Oldham, we believe in that everyone has the right to be who they are without fear of discrimination or persecution. Whilst Pride month is of course a time to celebrate the equal rights of LGBTQ people, it is also a great reason to reflect upon and remember our commitment to the equality of all people, no matter their ethnicity, faith, ability or gender and these values perfectly align with our Oasis Nine Habits.

During Pride Month, Ms Hale's Diversity Club and members of the Oasis Hub Team, decorated bunting and flags which were then suspended over the agora, creating a bright and colourful display. All staff changed the standard OAO logo to rainbow colours and even changed the borders of their PowerPoint slides in lesson to rainbow colours in solidarity with the LGBTQ community. In addition to this, many staff changed their lanyard to a rainbow lanyard or have worn a rainbow-coloured charity loop badge. Finally, the Diversity Club had a small, socially distanced, celebration with some cupcakes kindly bought by Mr Lyons.

Although celebrations have been quieter and different to previous years, it was still very clear that there is a great deal of Pride at Oasis Academy Oldham.



A day in

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the life...

Mrs A Taylor

Your role in school:

Subject Leader of Art.

What made you want to work at Oasis and how long you have been here?

I used to work here before I was a teacher and I loved it! I have now been a teacher here for five years.

Which team do you work with each day? What does a typical day look like?

I work mainly with the Art Department every day and they are the best! A typical day is to come into school around 7.30am and set up the art equipment I will need for the day. I then teach all my Art lessons and get to spend the day with talented pupils who love Art. At the end of the day, the Art teachers all share photographs of wonderful work they have seen pupils do throughout the day before.

The best bit about your job:

Definitely the conversation with students and the funny things they say.

How do you demonstrate Honesty in the Academy with staff and students?

Being a teacher, an important part of my job is to give feedback to students about their work. My feedback has to be honest to ensure students are able to improve their work and achieve their potential. We can all always improve in some way.

Why is the habit of Honesty important to the staff and students at OAO?

For me, being trustworthy and being able to trust others is what makes everything work successfully. To gain and give trust, you have to rely on honesty from others and they must be able to trust that your honesty has the best intentions.



Mrs A Maguire

Your role in school:

Student Support Officer in The Bridge.

What made you want to work at Oasis and how long you have been here?

I worked at South Chadderton school which was one of the predecessor schools. I have worked here for 16 years. Since university I have always wanted to work with young people, and I love being part of the school community.

Which team do you work with each day? What does a typical day look like?

I am part of the Personal Pathways Faculty in school. I arrive at school at 7.45am and begin by making sure everything is prepared for the day ahead. I greet the Bridge students at 8.30am and we discuss their lessons for the day. I then make attendance calls for any student who has not arrived. The majority of the rest of my day is spent supporting The Bridge students with their learning and completing intervention work on areas such as behaviour and anxiety. We provide the Bridge students with a space at break and lunch, and I supervise the students during this time, this allows me to form positive relationships with the students and to find out about their interests outside of school. When the students leave for the day, I spend time preparing and planning for the following day.

The best bit about your job:

The best part of my job is that no two days are the same and it is very rewarding when you see a student who has received support from The Bridge flourishing and succeeding in school.

How do you demonstrate Honesty in the Academy with staff and students?

I demonstrate honesty firstly by owning any mistakes I make; this creates a culture where the students are not afraid to make mistakes. I am also extremely honest with the students when their behaviour or attitude does not meet expectations.

Why is the habit of Honesty important to the staff and students at OAO?

The Habit of honesty is extremely important to everyone at Oasis as it promotes trusting relationships between staff and students. It also forms good habits for students to take into later life.





Mrs C Barker

Your role in school:

Receptionist.

What made you want to work at Oasis and how long you have been here?

I started work at South Chadderton School in 2006 and in 2010 we merged with Kaskenmoor School to form Oasis Academy Oldham. I am in my 15th year, I still love my job, working alongside my wonderful colleagues and students.

Which team do you work with each day? What does a typical day look like?

I work within the Admin Team and my day starts very early on reception. On arrival I check the schedule for the day to ensure I am prepared for any planned visitors or events. The jobs that I do can range from greeting staff into the Academy, greeting, and booking visitors into the Academy, helping visitors with any queries, answering calls, responding to emails...the list goes on.

The best bit about your job:

I enjoy the variety of my work, dealing with lots of different people and different situations. I have to do lots of multi-tasking throughout the day and no two days are the same.

How do you demonstrate Honesty in the Academy with staff and students?

I demonstrate Honesty in the Academy with staff and students by being truthful, trustworthy, and genuine.

Why is the habit of Honesty important to the staff and students at OAO?

Honesty is important to the staff and students at Oasis Academy Oldham because it is a key characteristic and sets the tone for the kind of school culture that we want to create, it provides consistency in school behaviour and builds loyalty and trust.

Mr S Edwards

Your role in school:

Head of Year 11 (soon to be Year 8!) and Teacher of Physical Education.

What made you want to work at Oasis and how long you have been here?

Oasis gave me my first teaching job when I had finished university. I was attracted to this Academy as I wanted to work with a diverse group of students and help them to achieve as highly as possible in their lives. I was also attracted to the outstanding facilities that are provided at the Academy which are second to none in Greater Manchester! I have worked here since September 2016 and plan to continue to work here for a long time yet!



Which team do you work with each day? What does a typical day look like?

I mostly work with Team 11 as I was their Head of Year so would be in charge of the day to day running of the Year Group along with Mrs Brown. A typical day for me would be getting in at around 7am and sorting through emails and requests and setting up my teaching day. I would then go down to line up for 8:15am where I would welcome students and check on our standards to ensure all students were keeping to our high Academy expectations. I would then teach throughout the day and check on my Year Group whenever I got a chance, sometimes dealing with pastoral issues throughout the day. Afterschool, I would run our reflections and possibly an afterschool club before coming back to the office to answer any emails/queries from the day and plan for the day ahead.

The best bit about your job:

The best bit about my job is working with our students every day and developing relationships with all of our young people. This ensures that I can provide them with the best quality of education and ensure that they can progress to their highest potential. I also enjoy the comradery within the Academy and working with some outstanding professionals who make work feel like not work at all!

How do you demonstrate Honesty in the Academy with staff and students?

I always demonstrate honesty with staff and students in the Academy through always being an open book and telling the truth on any matters, whether it is to do with students work as a faculty or dealing with pastoral issues with students. Honesty is an integral part of a person character and one which I hope that I instil in our students every day.

Why is the habit of Honesty important to the staff and students at OAO?

Honesty is important as it ensures everybody is on the same page and it demonstrates trust across all members of the Academy, staff and students. Trust is a pivotal part of building relationships within the Academy and leads to real reciprocal connections between the students and staff which allows top quality teaching and learning to take place and overall ensures the best school experience for all of our students.

OASIS ACADEMY OLDHAM



WINNERS

ANNOUNCED

The awards were set up to highlight the efforts of teaching and support staff who have gone the extra mile during the Covid-19 pandemic. Thank you to everyone for their nominations, we are thrilled to announce our winners!

**CAREERS LEAD/PRACTITIONER
CO-SPONSORED BY BRIDGE GM**

**ADAM FARRAND
OASIS ACADEMY OLDHAM**

Adam, who has been at the school for less than two years, receives a prize of £1600 to spend on CPD (continuing professional development) for his school.

Adam ensured efforts were concentrated on students who were in danger of being NEET (Not in Education, Employment or Training). Despite the disruption caused by the pandemic, and lengthy periods spent out of lessons, Adam ensured Year 11 students were coached and equipped to make decisions on what to do after their GCSEs. Virtual work experience sessions were also organised for over 250 Year 10 students.

As a result, the school is expecting to meet all of its Gatsby Benchmarks – the national standards in careers guidance – and every Year 11 student at the school has made at least two applications for post-16 courses or apprenticeships.

Adam said "I'm thrilled to have been selected for this award. We have had two incredibly challenging years trying

to ensure that all of our students receive the very best careers advice and guidance despite not being in school for the vast majority of the time. It is a testament to how resilient our students are that their career aspirations have not been hindered by such uncertain times. I will share this award with the rest of my colleagues at Oasis Oldham. Their unwavering support and dedication to our students (and their futures) is truly inspirational. Prize money will be spent on running trips to local universities for students in KS3 and booking employer/employability workshops to take place in school once current restrictions are lifted."

www.gmhigher.ac.uk/news/lockdownheroesawards-winners



CONGRATULATIONS ADAM

YEAR 7



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TRANSITION



It is that time of year again where we look forward to welcoming our new Year 7 cohort in September. The Transition process has been well underway for many weeks as we put everything in place to ensure that every family and young person joining the Oasis Community from September feels immediately at home.



Our Transition Team began working with our forty feeder primary schools as soon as school places had been allocated. We communicated with all those families who were successful in their applications to the Academy to congratulate and welcome them. It is one of the greatest honours to watch the nervous young faces of September flourish and develop into the confident and successful ones of the following July.

It is with regret that we have been unable to offer Transition Days for our Year 6 students due to the current infection rates within Oldham. However, our Virtual Transition Programme is taking place. We will, again, be providing a range of activities for our new Team7 students to work on over the summer using their own initiative; these will include work on our 9 Oasis Habits, a brilliant Writing Competition, 'This Is Me' and a series of subject-focused Why Don't You...? Activities.

We are also busy organising our Summer School 2021 which will be an absolutely fantastic way to introduce our new students to the Academy. The activities are being planned by our Wellbeing Faculty and are based around an Olympics theme. The students will mostly be outside and so all social distancing guidelines will be followed.

The Pastoral Team are also looking forward to September and preparing to welcome the new Year Group. They are busily putting in place all the strategies and leadership processes required to ensure that next year is another phenomenal year for Year 7. The whole year will introduce the students to our high standards and expectations which each student follows. Working as part of Team7 whilst also using their own initiative, each student will be provided with every opportunity to be the very best they can each be, every single day. This in turn supports our whole Academy Just Cause; 'Creating a Community of Choices & Chances'.



This year has been another strange one for students, with more disruption to learning and time spent away from the classroom. Yet the resilience that Year 7 have displayed this year has been absolutely inspirational. Seeing them grow and develop across the year has been the highlight of the year for the Pastoral Team, and they move up to Year 8 with a strong base on which to build throughout the rest of their time with us at OAO. The Team are therefore wonderfully well-placed to build on the experience of this year to ensure that our new Year 7 students settle in well. Our new students and their families will be warmly welcomed into the Oasis Family and supported throughout this crucial year, **beginning now during the Transition Process.**

YEAR 10

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VIRTUAL

WORK EXPERIENCE

Earlier this term our Year 10 students completed a virtual Work Experience Week from home. This was a fantastic way to use their Horizons iPads and learn more about the world of work and the expectations surrounding it.

Students took part in subject/role specific courses, which are designed to ensure students are aware of the responsibilities of the career path assigned to them from their initial questionnaire.

The main piece of work was the student's response to a project brief which is designed to encourage the students to think about business, employment and how they would plan/create events for specific clients.

COMMENTS FROM STUDENTS ABOUT THE WEEK

"I learned how to use budgeting, that I need to do research about careers and some good interview tips."

"I enjoyed doing the project brief at the end of the week."

"I liked that the videos modelled how to act and behave in interviews."

"It was easy to access the videos and links that were sent out."

HOW IT HAS BENEFITTED OUR STUDENTS

We are one of the only schools in Oldham to have completed our Work Experience Week.

Ours students can also add these skills to their CVs and College applications.

Oasis
Hub
Oldham

SUMMER

EVENTS

Oasis
hub
oldham

Beginning 26th July 2021

YOUTH SUMMER SESSIONS

Four weeks of activities
for young people
at venues
across Oldham.



Wednesday 28th July : 10 - 2 - Oasis Academy Oldham
Friday 30th July : 10- 2 -Oasis Academy Leesbrook (TBC)

Wednesday 4th August : 10 - 2 - Oasis Academy Oldham
Friday 6th August : 10- 2 -Oasis Academy Leesbrook (TBC)

Wednesday 11th August : 10 - 2 - Oasis Academy Oldham
Friday 13th August : 10- 2 - TBC

Wednesday 18th August : 10 - 2 - Oasis Academy Oldham
Friday 20th August : 10- 2 -Oasis Academy Leesbrook (TBC)

Pre booking is needed and current COVID regulations will be adhered to
A meal is provided at each session

To book please contact:
Angela.maher@oasisoldham.org, 07729317767

facebook/twitter - @oasishuboldham
instagram - @ohubo
www.oasishuboldham.org



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SUMMER
EVENTS



Beginning 27th July 2021

OASIS HUBABULOO SUMMER SESSIONS

Four weeks of summer activities for all ages
Art : Craft : Dance : Games : Sport : Inflatables : Food : Facepainting

Tuesday 27th July : 10 - 2 - Oasis Academy Oldham
Thursday 29th July : 10 - 2 - Oasis Academy Leesbrook (TBC)

Tuesday 3rd August : 10 - 2 - Oasis Academy Oldham
Thursday 5th August : 10 - 2 - Oasis Academy Leesbrook (TBC)

Tuesday 10th August : Beach Trip
Thursday 12th August : Yorkshire Sculpture Trip

Tuesday 17th August : Oasis Academy Oldham
Thursday 19th August : Oasis Academy Leesbrook (TBC)

Pre booking is needed and current COVID regulations will be adhered to
A meal is provided at each session

To book please contact:
Angela.maher@oasisoldham.org, 07729317767

facebook/twitter - @oasisoldham
Instagram - @ohubo
www.oasisoldham.org



DATES
FOR DIARIES

Oasis

Academy:
Oldham

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Date	Event
Thursday 2nd September	School closed for Staff Training Day
Friday 3rd September	Staff Training Day and Year 7 First Day at the Academy from 9:30-12:00
Monday 6th September	School re-opens for all years - Staggered start as follows: Year 7 - 8:30 • Year 11 - 9:00am • Year 8, 9 & 10 - 11:00
Friday 22nd October	School closed for Staff Training
Monday 25th October - Friday 29th October	School closed for Autumn Half Term
Monday 1st November	School Re-opens for all
Friday 17th December	Last Day of Term
Monday 20th December - Monday 3rd January	School closed for Christmas Holidays
Tuesday 4th January 2022	School closed Staff Training Day
Wednesday 5th January	School re-opens for all