



MacIntyre Academies  
Quest Academy

## JULY 2020 EDITION 1 NEWSLETTER



The curriculum theme this term has been the **Olympics**. We would like to seize this opportunity to acknowledge the work of our learners, to capture their successes and reward them for their efforts. We would like to request that any work produced at home by learners gets sent in, as we feel everyone deserves the opportunity to be recognised!



FACEBOOK PAGE — Quest Academy Family Group



“Quote of  
the week”

*“Ability is what you’re capable of doing.  
Motivation determines what you do.  
Attitude determines how well you do it.”  
Lou Holtz*

# WELCOME



Dear Parents/Carers,

I do hope that you and your family are well and wish to extend my thanks for your continued support and patience during the unprecedented time we find ourselves in.

I hope that you continue to find our newsletter informative and that it helps you and your child feel part of the Quest family. Please keep on sending us pictures of your child's achievements as we like to celebrate any achievement, not just academic.

This week I would like to take this opportunity to thank members of our Local Advisory Board who give up their time to work collaboratively with leaders and staff in the school by attending Local Advisory meetings and by visiting the school to quality assure either a particular area of the school's development and or their specific area of responsibility, for example, teaching and learning. The support and challenge they provide the school is invaluable in our overriding aim to support your child become the best they can be so that they are "Ready for Life".

I Please let me know If you feel that there is anything else we can do to support you.

Kind regards,

*Nicola Wells.*

## BIG THANK YOU DAY 2020

(at MacIntyre Academies 30.06.2020)

***'There is no Thank You Card that is big enough to put the words on to reflect how absolutely fantastic you have all been through this crisis'***

If you've not seen it (or want to watch it again) here is a link to a compilation video from across the schools that should leave you all in no doubt of how much you are appreciated by everyone (NB this is the social media version so a few of the messages are missing as we were unable to share them all). <https://youtu.be/9C-OWjHop6k>

A lot of our learners are featured, so we would like to thank you for all taking part and making us feel so valued.



# QUEST TERM DATES FOR 2020 - 21:

AUTUMN TERM 2020	
INSET day (no learners on site)	Tuesday 1st September 2020
Starts	Wednesday 2nd September 2020
Half term	Monday 26th October 2020 - Tuesday 3rd November 2020
Ends	Friday 18th December 2020
Christmas holiday	Monday 21st December 2019 - Monday 4th January 2020
SPRING TERM 2021	
INSET day (no learners on site)	Monday 4th January 2021
Starts	Tuesday 5th January 2021
Half term	Monday 15th February 2021 - Friday 19th February 2021
Trust INSET (no learners on site)	Friday 5th March 2021
INSET day (no learners on site)	Monday 8th March 2021
INSET day (no learners on site)	Tuesday 9th March 2021
Ends	Thursday 1st April 2021
Spring (Easter) holiday	Friday 2nd April 2021 - Friday 16th April 2021
SUMMER TERM 2021	
Starts	Monday 19th April 2021
Bank Holiday	Monday 3rd May 2021
Half term	Monday 31st May 2021 - Friday 4th June 2021
Ends	Friday 23rd July 2021

## Book of the Week

### The Day The Crayons Quit

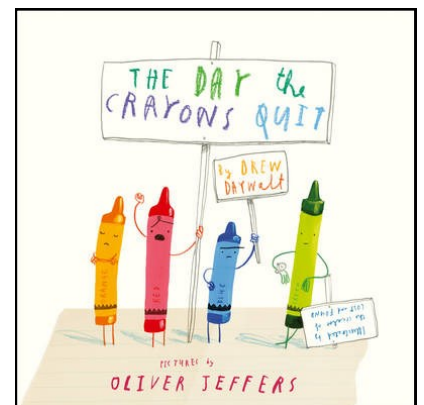
Author: Drew Daywalt

Debut author Drew Daywalt and international bestseller Oliver Jeffers team up to create a colourful

solution to a crayon-based crisis in this playful, imaginative story that will have children laughing and playing with their crayons in a whole new way.

Poor Duncan just wants to colour in. But when he opens his box of crayons, he only finds letters, all saying the same thing: We quit!

Beige is tired of playing second fiddle to Brown, Blue needs a break from colouring in all that water, while Pink just wants to be used. Green has no complaints, but Orange and Yellow are no longer speaking to each other. The battle lines have been drawn. What is Duncan to do?





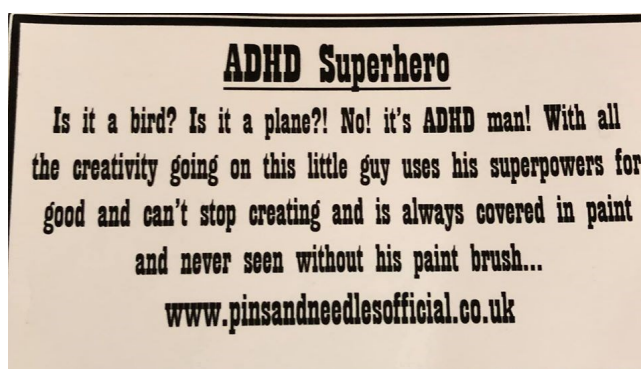
## HOW HAVE YOU BEEN KEEPING BUSY?



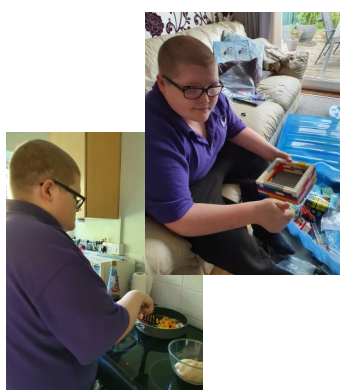
Kieran has had another busy week, as the weather was so nice he wanted the pool up but wanted to do it all by himself! He managed well and then enjoyed relaxing in it. He also helped dad put up a gazebo before going off to the driving range to practise his golf. He also made sure Gracie enjoyed her walks in-between completing his school work.



AJ and family continue to remain very active and busy. He has been drawing tomatoes and a lettuce leaf in pencil, and a robin in colour. He's also been helping at the allotment too, carrying bark and making paths.



Adam created this design at the end of last year. What a fantastic Superhero!



Dan has been busy constructing a Lego building and cooking fajitas



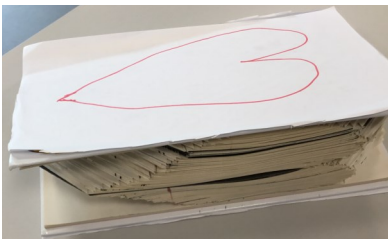
We can't thank Luke and his family enough for popping in some treats for our staff team. What a lovely and kind surprise!



# SCHOOL LEARNING



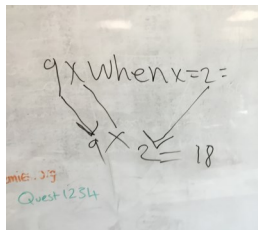
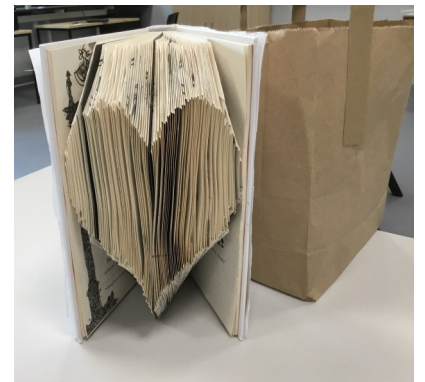
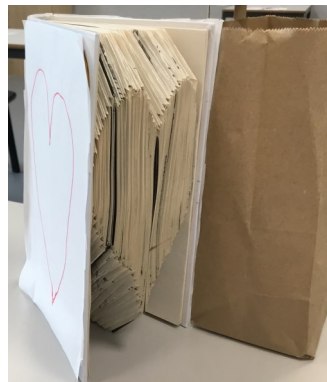
Rainbow Room: Are working incredibly hard in our Kitchen Garden!



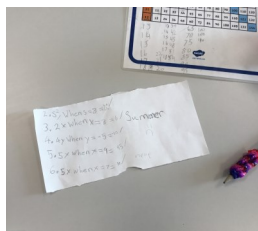
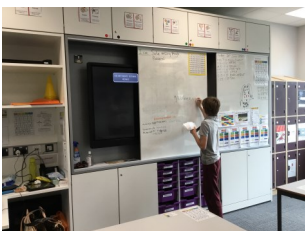
With Jane's assistance, Harrison has created this

incredibly crafty book, it looks amazing!

Well done both!



In the Potato Smash Class: Rory has been teaching a Maths lesson on algebra to younger learners Summer and Marley. We had been studying algebra in class, and Rory used some of his home learning time to plan a lesson and write some worksheets for the younger learners in his bubble. Rory did really well at explaining how to solve the equations and gave both of his learners an empathy point each at the end of the lesson.

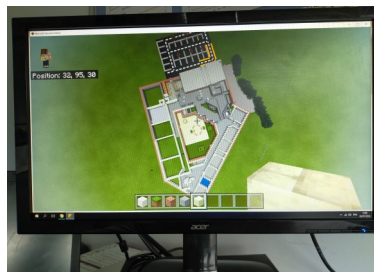
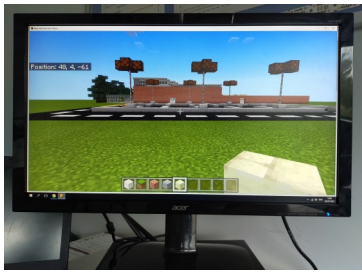


One of our new learners, Euan (in our Transitional group) has designed this fantastic apron. Looks as though Cathy may have to order some more aprons!



Lauren, Sacha and Kirsty have had fun using the golf equipment.

## SCHOOL LEARNING



Matthew, Declan and William have been working on a computing project this week, building Quest Academy in Minecraft. The learner's have worked extremely well and collaborated brilliantly on this project. Next week they will be working on the upper level of the school and furnishing the building.



Theo has been a busy bee planting some fabulous plants by our front door.

## FREE SCHOOL MEAL VOUCHER UPDATE - £90

FSM vouchers for the summer period have now been ordered for every learner who qualifies for the scheme. They should arrive in your mailboxes on 22<sup>nd</sup> July and will be valid for 2 months. As before, the vouchers can be used at any of the following stores;

- Morrison's • Tesco • Sainsbury's • Waitrose (John Lewis)
- Asda • Aldi • M&S food • McColl's (including RS McColl's and Martin's).

For more information on the scheme and any technical support please contact

[https://www.edenred.co.uk/Documents/DfE/DfE\\_FreeSchoolMeals\\_ParentCarerFAQs.pdf](https://www.edenred.co.uk/Documents/DfE/DfE_FreeSchoolMeals_ParentCarerFAQs.pdf)



For students who are still undecided about which course they want to do, or maybe have changed their mind and need some info about other courses, we are offering phone call backs from tutors with advice on courses on these three Wednesdays in July/August:

- Wednesday 15th July from 10am to 4pm
- Wednesday 29th July from 10am to 4pm
- Wednesday 12th August from 10am to 4pm

The webpage link to send students to is [www.wcg.ac.uk/summeradvice](http://www.wcg.ac.uk/summeradvice)

as students will need to go there and then click on one of the three dates available to then complete and submit a Google form which will go to our academic teams, who will then call them back on the date/time requested.

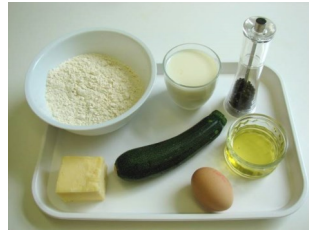




# COURGETTE AND CHEESE MUFFINS

## Ingredients

- 1 small courgette
- 50ml oil
- 1 egg
- Black pepper



## Equipment

- 12 muffin cases
- Muffin tin
- Chopping board
- Knife
- Grater
- Measuring jug



**Complexity: low-medium**

## Method

1. Preheat oven to 200°C or gas mark 6.
2. Place the muffin cases in the muffin tin.
3. Cut the ends of the courgette.
4. Grate the courgette and cheese.
5. Add the flour, courgette, cheese and milk.



## Top tips

- Try using a grated carrot instead of courgette.
- Add finely sliced chilli or ginger for a different flavour.
- Crumble in a little crispy grilled bacon.



## Food skills

Weigh.



Grate.



Mix, stir and  
combine.



Bake.



Measure.



Cut.



Divide.





## Family VibEs

Living values in the home



Welcome to Family VibEs, brought to you by Values-based Education International.

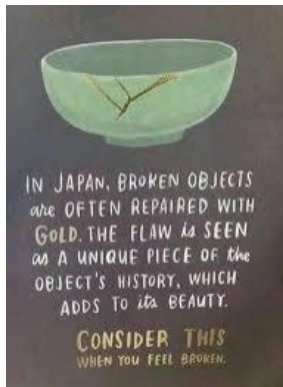
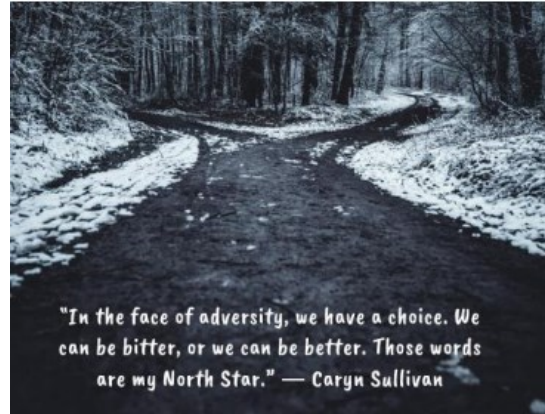
Many schools in the UK and worldwide have adopted a philosophy for living based on a set of positive human values such as Love, Respect, Kindness, Trust, etc. We suggest that you begin each week by talking about the Value and what it means to each one of the family. Then look together at the suggestions for activities and decide which ones you would like to try together.

Resilience is the capacity to recover quickly from difficulties, to bounce back.

# Resilience

## Resilience

"The human capacity to face, overcome, be strengthened by, and even transformed by adversity."  
(Grotberg, 1996)



*"The human capacity for burden is like bamboo- far more flexible than you'd ever believe at first glance."*

— Jodi Picoult



### Resilience is...

*...the capacity to recover quickly from difficulties*

*...recovering strength, spirits, good humor, etc.*

*quickly*

*...bouncing back*

*...what gives people the emotional strength to cope?*

*What does Resilience mean to you?*

### Communication – sharing ideas

- \* What does Resilience mean to each of us? Let's listen to each other.
- \* Resilience Stories: The Most Magnificent Thing by Ashley Spires, Pete the Cat by E. Litwin,



She Persisted Around the World by Chelsea Clinton & Alexandra Boiger , Home of the Brave by Katherine Applegate, A Long Walk to Water by Linda Sue Park & Ginger Knowlton, The Dot by Peter H. Reynolds

- \* Youtube video story: <https://youtu.be/gQWfYAsohttps://youtu.be/1FDyiUEn8VwLUQ>



### **Behaviour & activities – doing together**

- \* Do something Dangerous! No, not really dangerous, just something new with an element of risk involved. To be resilient we need to deal with failure and work through it. Choose a family activity which will challenge everyone. Perhaps a new sport? Or trying new foods, if you are not a sporty family?
- \* Why not make a video about your family, especially if you have never done anything like this before? Work out how to edit and add sound, etc. A Family VibEs Video would be a wonderful idea! Please share!

### **Happiness – family fun**

#### **The Tricky Task Game**

1. Everyone has to do something (adults too).
2. It must be something that requires daily deliberate practice
3. You can give up, but only when the week is over. You must finish what you began
4. You get to pick your 'Tricky Task.' This is a tough one for everyone, but you can encourage and support each other through it.

- \* Play a family game of Jenga or even Giant Jenga. Or any other similar game which requires resilience). Jack Straws is another game where perseverance and resilience are key skills.



### **Wellbeing – being well in body and mind**

- \* Being able to manage your emotional state is a key part of resilience. Meditation is a great way to help with this. Try one of the specially designed practices for children on Headspace or Calm.com. Both offer free trials.
- \* Just taking a quiet time to focus on your breath and give your brain a 'break' can help you build resilience and the ability to cope with stressful situations.

## Transitions

Vulnerable children will be feeling deeply frightened by the end and the start of the school year. The change of routine and the inevitable losses and separations bring back old feelings of abandonment and threat. It's a challenging time for everyone – children and adults alike!

**Here are some of our favourite transition top tips for parents/carers and for teachers:**



- It's useful for adults to emotionally prepare themselves for the 'transition storm' that is about to begin. Put your seatbelt on and hold tight! The child needs you to be grounded.
- Remind yourself that the child's behaviour is a sign of their inside pain, and they need you to see through the behaviour to help them feel safe, secure and loved.
- Digging down past behaviours to the inside pain, can be hard and tiring work. Take good care of yourself and reach out to your support network for extra help.
- Remind yourself that punishments, withdrawal, consequences and shaming will make the transition harder for everyone.

- Help the child to see the storm coming too. Say "the end of the school year can be a tricky, I'm here to help you through it"
- Help the child name the feelings that they have no words for. Try "I wonder if your 'moving up day' feels pretty scary right now?" or "When things are different like this, I wonder if it makes you worry about being left behind?"
- Help make connections between their behaviour and their feelings, try "When you run away like that it makes me wonder if you don't know where to be to feel safe? You are safe right here".

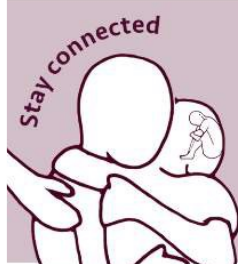


Tell the child the things they need to hear, don't wait for them to ask you because they don't know what they need! **Tell them:**

- How much you care
- That you are not going anywhere
- That they are in your mind even when not in your class/not at home
- That they are safe and protected
- That they will not be taken away
- Tell them what is going to happen that day if the routine is different – use pictures and 'steps' to prepare them.
- Remind them throughout the day what is going to happen and when
- Keep to as much of the usual routine as you can

Children feel fear in their body. Help the child's body to calm by:

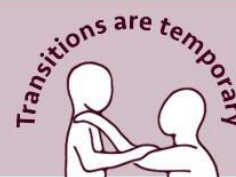
- Doing short bursts of physical activity (star jumps, wall push ups, walking, running) frequently
- Playfully ask them to breathe deeply in the mornings and evenings – e.g. blow bubbles, blow away the feelings
- Do body calming activities with them
- Use sensitive touch to let them know you are there. Touch can be a great calmer.



Use 'transitional objects' to let them know that you are connected, even when apart. How about:

- As a parent, draw a little heart on your hand and the same heart on your child's hand as they go off to school.
- Give your child a special stone, or photo to hold on to at school that reminds them of you
- Teachers – give the child a 'transition card' – a piece of paper with a special message that they look after until you see them again.
- Let the child use their special teddies whenever they need to

**Remind the child (and yourself) that the Transition Storm will come, and it will go. You will stick it out together, and soon it will be over.**







## THIS WEEKS CHALLENGE - CAN YOU FIND THE ANSWERS TO THESE RIDDLES?



A man is four times as old as his daughter.  
In 20 years time he shall be twice as old as her.  
**How old are they now?**

Two sisters we are  
One is dark and one is fair  
In twin towers dwelling  
We're quite the pair  
One from land  
And one from sea  
Tell us trully...  
**Who are we?**

**Solve me this**  
I start with an **E**  
End with an **E**  
And have a letter in me  
**What am I?**

I am black  
when you buy me  
red when you use me  
When I turn grey  
you know it's time  
to throw me away  
**What am I?**

I turn everything  
around while  
standing still  
**What am I?**

**Can you solve this?**  
The faster you run  
the harder it is  
to catch me  
**What am I?**

## LAST WEEKS CHALLENGE - DID YOU FIND THE ANSWERS TO THESE RIDDLES?

I have keys  
but no locks  
and no rooms  
You can enter but  
you can't go outside  
**What am I?**

I am a computer keyboard!



It has only one color  
But not one size  
Stuck at the bottom  
Yet easily flies  
Present in sun  
But not in rain  
Doing no harm  
And feeling no pain  
**What is it?**

Five pieces of coal, a carrot  
and a hat are lying on  
the lawn of a garden.  
Nobody put them there  
but there is a perfectly logical  
reason why they are there.  
**What is it?**



It is a melted snowman!

**2, 3, 5, 9, 17, ?**  
**What is the next number in the sequence?**

$2+2=4$	$3+3=6$	$5+5=10$	$9+9=18$	$17+17=34$
$4-1=3$	$6-1=5$	$10-1=9$	$18-1=17$	$34-1=33$

Double the number and subtract 1.



It is your Shadow!

**I run**  
**It runs**  
**I stop**  
**It runs**  
**What is it?**

A watch!



# HOW CORONAVIRUS CHANGED THE WAY WE EAT

Find out more about how the recent pandemic has had an influence on the way we eat and the effects of lockdown for consumers.

The coronavirus pandemic has had a massive impact on our lives although one thing remains constant: food. We all still need to eat! However, what we eat and where we eat it has changed. Here are a few reasons why.

## Eating more meals at home

In mid-March, the Government ordered restaurants and cafes to close. Schools, non-essential retail and many other workplaces closed too, and we all began to spend a lot more time at home. This meant the number of meals eaten in the home increased significantly, and therefore so did demand for groceries.

Supermarkets plan their stock levels very carefully based on normal demand, so they to keep up with extra demand in the early stages of the lockdown leading to empty shelves. With a little bit of time, they were able to adapt their supply chains and now supermarkets have good availability for nearly all products.

With more time on their hands, consumers spent more time baking and cooking from scratch during lockdown. Sales of some products, such as butter, cream and flour, were boosted strongly, as well as beef mince and sausages, which feature in some of Britain's favourite home-cooked meals. Other foods, such as lamb, have not done so well. Lamb sales usually spike around Easter when some people enjoy a traditional Easter roast. Under lockdown, families couldn't travel to eat together and older people, who eat the most lamb, were particularly affected by advice to self-isolate.

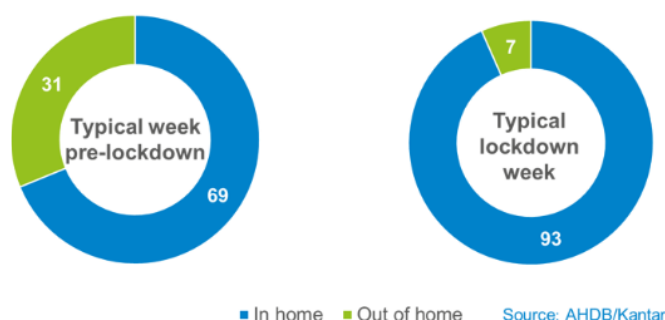
## Matching supply to demand

When demand changes, some food producers can adjust their supply quite quickly, particularly if their product can be stored for a long time.

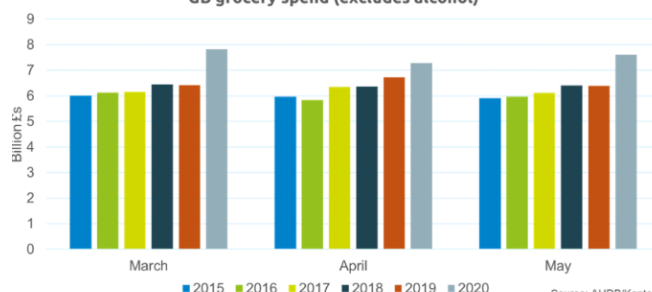
Other foods, like milk, take longer to adjust.

When restaurants and coffee shops closed, the amount of milk being produced suddenly exceeded the amount of milk being consumed and we even saw a small amount of milk being thrown away.

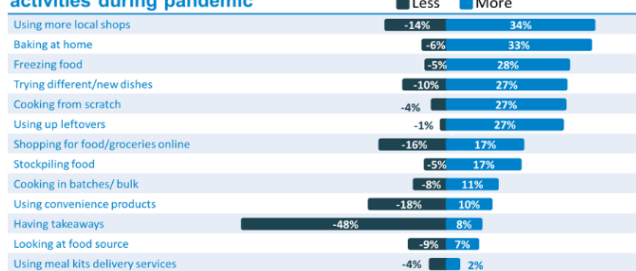
Where food and drinks were consumed



GB grocery spend (excludes alcohol)



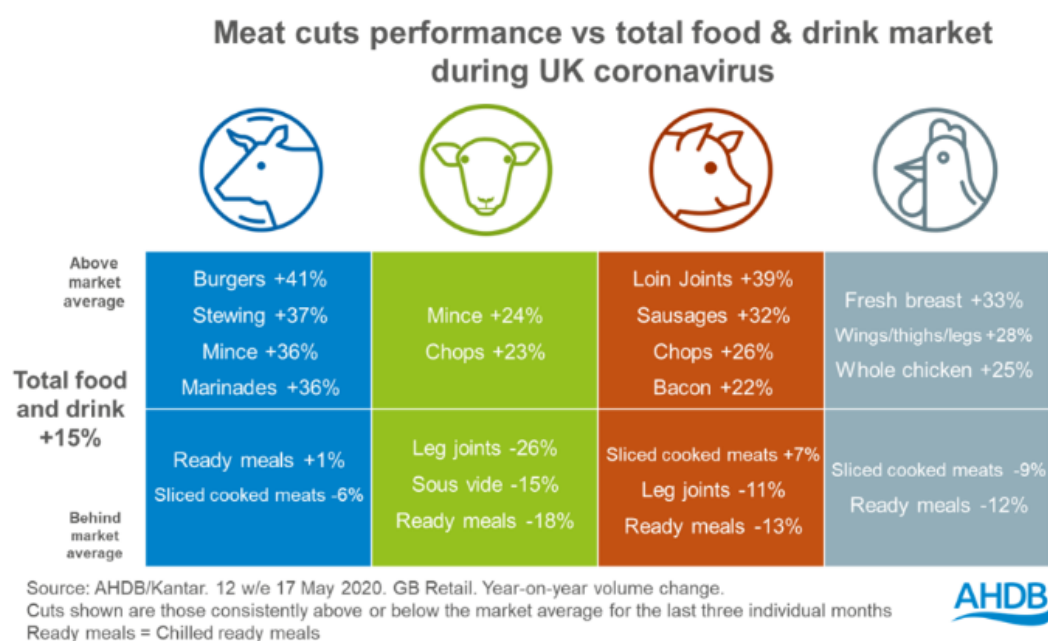
Changes in levels of specific activities during pandemic





This meant that dairy processors (who turn the milk from farms into dairy products for consumption) had to ask some farmers to reduce the amount of milk they were producing. By changing the food they gave to their cows, or milking them less often, farmers were able to bring down milk volumes and reduce the pressure on the market, while maintaining the health and welfare of their cows.

Other products were affected too, particularly those which rely on restaurants and takeaways. Many takeaways and fish and chip shops closed under lockdown which left farmers and potato traders with too many chipping potatoes in their stores. Some outlets have begun to reopen although their capacity is reduced as customers have to observe social distancing. As further lockdown restrictions are lifted, there are hopes that trade will pick up, helping to use up the potatoes in store before they spoil and fresh new-crop becomes available.



## The long term

The effects of lockdown on our eating habits probably won't last forever. As more people go back to work and restaurants begin to open, we will start to return to our old habits. However, some behaviours might continue. For instance, online shopping has become much more popular under lockdown, gaining more new shoppers in 2020 than it did in the previous five years. Some shoppers may enjoy the convenience and continue to shop online after lockdown is lifted. Restaurants and pubs are expected to start opening from 4 July. However, they will have to follow strict COVID-19 guidelines to enable them to operate safely and in many cases, this will mean they are able to serve fewer customers. As we enter a recession, financial worries will also prevent some consumers from eating out as much as they did before lockdown. As a result, we're likely to continue to see lots of meals eaten in the home and shoppers may become more price-conscious.

<https://www.foodafactoflife.org.uk/news/how-coronavirus-changed-the-way-we-eat/>



## SAFEGUARDING & FAMILY FOOTINGS



- **Daisy** is responsible for lower school families and is available on;  
[daisy.howden@macintyreacademies.org](mailto:daisy.howden@macintyreacademies.org) Work mobile 07504001918



- **Joan** is responsible for upper school families and is available on;  
[Joan.goodrich@macintyreacademies.org](mailto:Joan.goodrich@macintyreacademies.org) Work mobile 07377990796



- If you have any higher level Safeguarding concerns or questions please contact **Anna** on [anna.stelfox@macintyreacademies.org](mailto:anna.stelfox@macintyreacademies.org) Work mobile 07377990797

We are available to help families with things like accessing family support, Early Help, Child In Need Meetings, Child Protection Meetings, taxi queries, support working with other professionals such as CAMHS, general safeguarding questions and much more.

### Quest Contact details

Quest Academy,  
Anderson Avenue,  
Rugby  
Warwickshire  
CV22 5PE

E: [quest.office@macintyreacademies.org](mailto:quest.office@macintyreacademies.org)

T: 01788 593 112

### How to contact members of staff:

Please contact Reception if you would like to speak with a member of staff. You will either be transferred or reception will email the member of staff to let them know that you have called.

