



EDITION 16 -
Summer 2020

THE PEN

القلم

A Heroic Response for a Historic Moment

Over the past few months, since the 23rd of March 2020, our nation's schools have been heroic in responding to the greatest crisis of our generation. I am proud that TIBHS has also been at the front line in responding to the crisis in many, many ways. On occasions, as a school we have followed and on other occasions, we have led by example.

We have stayed open to look after the children of our cherished doctors, nurses, the committed and unnoticed supermarket workers and other essential workers, so that they can lead the fight against this pandemic and keep our great country going. We have fed disadvantaged families and raised thousands of pounds to support those who are vulnerable in our communities. Our wonderful teachers have been incredible during this period: delivering lessons to the highest of standards, supervising the key worker students and checking on the wellbeing of our learners - all whilst juggling their own family commitments.

I feel honoured and proud of our school - and of each individual who has served, and who continues to serve - during these most difficult times.

Today, as our nation emerges tentatively from its collective nightmare, all schools have once again been asked to take centre stage and allow some of our students to return. TIBHS, once again, with our sister school TIGHS, has led the way in Blackburn with Darwen by opening a week earlier compared to other primary and secondary schools in the Local Authority.

As our CEO commented, 'This is our time. If we fail to meet this moment, if we fail to show the courage, conviction and creativity asked of us at this critical juncture, the consequences will be grave.' At TIBHS, we stand bold and ready to embrace this statement, doing everything within our capacity to make sure that no lives are disadvantaged and that no learning is compromised.

As a school, I recognise the duty upon each individual school to contribute towards the national picture and landscape. Our country needs schools open if we are to enable parents to return to work, save millions of jobs, and prevent thousands of businesses from folding. In addition, we need students to return if we are to avoid detrimental impacts to our economy and perniciously heralding another decade of miserable austerity that will devastate the most vulnerable in our society.

But, most importantly of all, we must do this for our children for whom every day of the prolonged closure hurts their progress, welfare and life chances.

Continued on page 2

INSIDE THIS ISSUE

- ❖ Page 2 ❖
The Conveyor Belt of Learning Packs
- ❖ Page 3 ❖
A Digital Drive: Gearing Everyone Towards Excellence
- ❖ Page 4 ❖
Pupil Blogs – The Lockdown Experience
- ❖ Page 5 ❖
The Trials and Triumphs of Tech Teaching... and Learning!
- ❖ Page 6 ❖
10-day Ramadhan Fitness Challenge
Supporting the Nation: Oak National Academy
- ❖ Page 7 ❖
GCHQ – Live MS Teams Event
- ❖ Page 8 ❖
Faculty Musings: the Digital Experience
- ❖ Page 12 ❖
Year 6 Transition
Civic Leadership – Our Duty
Student Leadership Recruitment Campaign
- ❖ Page 13 ❖
Coronavirus & Shine's PPE Drive
- ❖ Page 14 ❖
Loneliness Awareness Week
- ❖ Page 16 ❖
Food for thought



Continued from page 1

Some of us are privileged, but many of the families in towns and cities across our country cannot afford the laptop, high-speed internet and private tutor to help their children succeed despite having no school. Knowing the backdrop, it is a moral imperative upon the leaders, the governors, the staff and the wider community to do whatever possible to ensure that the gap between those who have and those who have less is not widened. We also need to ensure that we put into place targeted intervention and deploy support incisively with the disadvantaged at the heart of the decision-making process at TIBHS.

Of course, there are risks to opening and it has been incredibly tough to do so under these circumstances. Our teachers have hit the ground running and transformed the way they are teaching and working overnight. I am humbled and proud with the way staff have embraced the digital online teaching and learning. We re-organised our classrooms, asked our teachers to work in different ways and expected our children to respect new rules. We have also supported our staff and students who are shielding, worked closely with our parents and been even more zealous about keeping our schools clean.

In September, we are likely to return to a 'new normal' and we will need to demonstrate the same resilience, responsiveness and ingenuity that has helped us to navigate the past few months. It will test us like never before. Our learning from the initial opening of this final half-term will prove invaluable as we navigate the uncertain path that we may find as the new academic year begins. In addition, the work of the Star Family Hubs, the Foodbank and the Hygiene drive to support the most vulnerable in our communities will need to continue with just as much urgency here at TIBHS.

So, whatever happens in the future, one thing is clear: there is no return to the 'old normal'.

We are now no longer just teachers, senior leaders and governors; instead, we are civic leaders with responsibility for our community and our country. And, just as we patriotically and proudly served our nation during its lockdown, we must continue to play our vital role in the months ahead.

If we, as individuals, are able to rest our heads on the pillow each night and get forty winks, we will have done a great job.

As Nelson Mandela (1918 – 2013) stated:

"When a man has done what he considers to be his duty to his people and his country, he can rest in peace. I believe I have made that effort and that is, therefore, why I sleep for the eternity."

WE ARE STRONG. WE ARE TIBHS.

Mr M Ditta,
Principal

The Conveyor Belt of Learning Packs

18th March. 5.15pm: our Prime Minister, Boris Johnson made the much anticipated announcement that schools are closing to all pupils (other than vulnerable pupils and those of key workers) as part of the nation's lockdown plans in response to the fast-growing outbreak of Covid – 19.

Amidst the logistical planning of preparing both staff and pupils for remote and online learning, the school had the added deadline of ensuring home-learning packs for all of our 500 pupils were compiled and issued ahead of the online teaching that was scheduled to start in just two days!

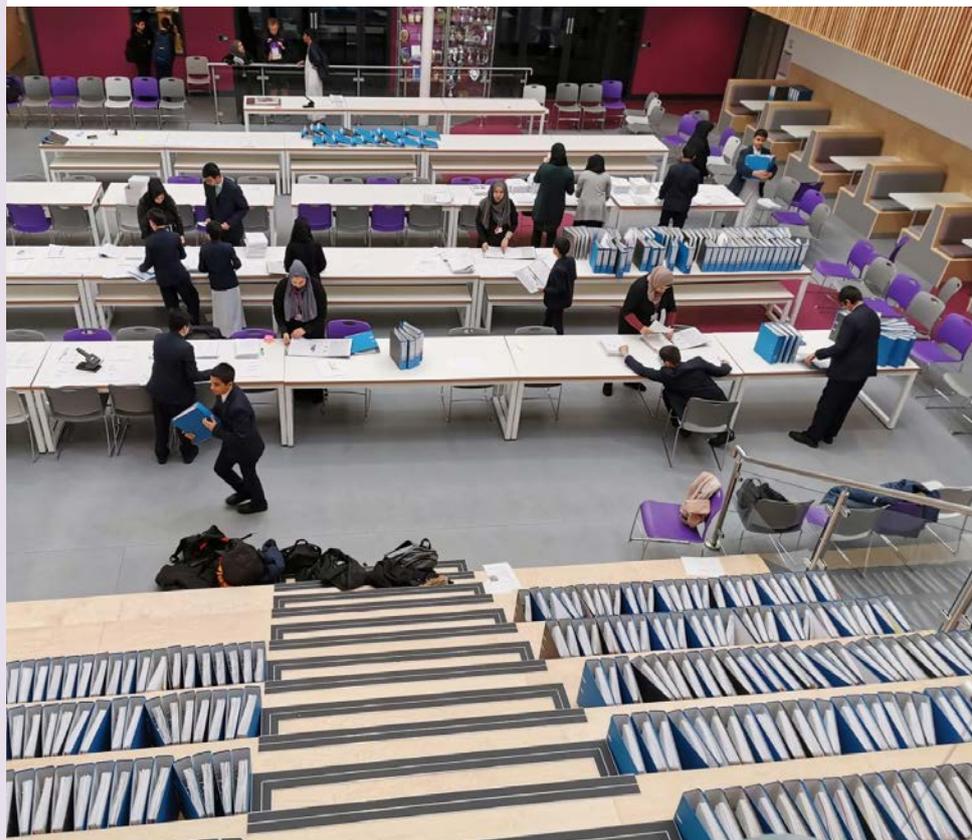
With all staff across the school working diligently and under great pressure, responding to emails requesting summer packs to be emailed over, the admin team busily printing and labelling work folders and dividers, a conveyor belt of production began to organise and compile work packs. What was so humbling was to see all levels of staff rolling their sleeves up, rallying to the cause, and spending late hours into the evening working tirelessly and relentlessly to ensure our pupils received these packs in time to support their online learning.

With time not on our side, we still managed to get the first set of summer packs ready on time with 2 weeks' worth of learning for ALL pupils across ALL subjects. It did mean however, we had to do it all over again.

Round two of this resumed just before the start of the summer term and then, once more, during the May half term break with a total of 80,000 sheets presented!

Most importantly, it was heart-warming to see once again, our staff working hard on this production line. It has certainly been a testament to our belief that we put our pupils at the centre of all that we do.

Mrs Naeema Hasan



A Digital Drive: Gearing Everyone Towards Excellence

March 2020 will be etched in the history books for many reasons – unprecedented times called for unprecedented measures and for us at TIBHS, the ‘new normal’ meant a shift into the digital world. As difficult as it was when our classroom doors closed, it simply made us more determined to open wide a new set of doors and welcome our pupils into the realms of digital learning.

The announcement of schools being closed was awaited with bated breath and behind the scenes, the wheels were being set into motion for our students. Firstly, an audit was set to gauge the ratio of electronic devices per pupils and how this would then impact their learning at home. The Year 11 audit was carried out in December, through 1:1 meetings with members of the SLT. This then allowed the school to provide pupils with devices accordingly so that digital learning could continue smoothly after school hours. In early March, an audit was carried out for the Year 9 and Year 10 pupils and thereafter, another one was carried out for the Year 8 pupils towards the end of March. Finally, in early May, a check was carried out for all Year 7 pupils. Subsequently, the pupils in Years 8 - 10 who did not have any sort of device were provided with a laptop from school to help support them with their digital learning.

Once the distribution of devices was arranged, the digital timetable was introduced to all pupils in three stages:

Stage 1: Monday 23rd March 2020 – Friday 3rd April 2020. During this period, the Year 9 and 10 pupils were being taught online using Microsoft Teams.

Stage 2: Summer Term 1 onwards, Years 8-10 were taught online, again via MS Teams.

Stage 3: Summer Term 2 onwards, Years 7-10 were taught online on MS Teams. Also, the EBacc subjects *have been* given priority, however, the 33% teaching time guidance provided by the Trust has been adhered to.

From Summer 1, PE exercise videos have been uploaded daily for pupils to participate in and during the month of Ramadhan, the pupils engaged in the Ramadhan Challenge advocated by Dr. Rimla Akhtar. Furthermore, pre-recorded assemblies have been part of the digital timetable and form time has also been incorporated from Summer 2. Additionally, a non-digital timetable was created for Year 7 pupils who do not have a device to help structure their time.

A total of 792 hours of online lessons were delivered.

Maulana Z.Ahmed





Pupil Blogs – The Lockdown Experience

Farewells without hugs.

Telling loved ones, we weren't allowed to visit anymore. After years of spending time together, within moments, it all changed.

It seemed Corona had invaded every element of our life and there was nothing anyone could do about it. Just the thought of not being able to meet friends and cousins filled me with the dreary thought of life being dull.

As the eldest child in the family, life can get a bit difficult. I sometimes see myself as a role model for my younger siblings, so the escapism and support from relatives has always eased the pressure. Having this taken away from me because of the pandemic left me feeling pretty anxious.

The first few days were tough I admit – building the discipline required for distance learning without teacher support or just being able to pop out to catch up with friends. But...slowly, I started to take more control and responsibility for things

in my life. It felt weird and strange but over time, I realised that there was no point moaning. Instead I tried to ignore that we were in the midst of a global pandemic.

And I still am. Trying to ignore it. In the small world I live in, I have started to appreciate my blessings and grown to realise that getting stuck in difficult situations is all part of life. My parents have been my rocks as they have really comforted me; supported me; helped me overcome my fears.

My main take away from what we are going through is that family is important. They are the ones that can help us get through difficult situations.

They give us the belief that we will conquer this pandemic. And we will – in time.

Zaid Sidat
Year 8

Sunday 14th June 2020

11 o'clock on a Sunday morning. A few weeks into lockdown yet waking up on a bright summer's day having the same routine and structure: having breakfast; watching TV; completing some homework; going to sleep. And repeat.

Everything had and has changed for me. This pandemic has changed my perception of time- reduced to jogs or walks a few kilometres from my home. It feels as though I am living in a world that isn't real- waking up one day to realise it was all just a dream.

But this morning, I woke up feeling different-feeling energetic. I was desperate to go for a swim. I love swimming. I love the calmness and the tranquillity when I'm swimming. Reminiscing on life before lockdown really makes me appreciate every little moment that I didn't value enough at the time- I really miss those joyful moments.

From days to weeks to months of being indoors, I ponder on my life experiences and all the little family outings we had. I really wish I could have my life back to normal. I did not realise how tough it would be trying

to create some self-discipline and a routine which does not only involve laying on the sofa.

However, this Sunday morning, the sun was blazing like Titan's fiery wheel in the sky. It was a soul-swelling experience. I felt the warmth of the sun and it made me feel good. I thought I would build a different mindset and instead of being a couch potato, I wanted to do something physical outside today. I grabbed my football and rushed outside in my garden. Practising different skills and feeling drained after a 2 hour work out, I took a break in the cool shade and reflected on the current pandemic we are facing in the world. Regardless of how tough it has been and how much more tough it will get, I appreciate that it gives me valuable time with my loved ones. Although, I am happy that the shops are opening soon in 24 hours.

It seems there is finally a bright light at the end of the tunnel.

Zaid Laher
Year 8



Sunday 14th June 2020

The first few weeks were really and truly a battle that I was facing with myself. I was trying to battle between a routine and structure in my life so that I wouldn't lose my sanity before lockdown ended. My mindset during the lockdown period was "there may be tough times, but the difficulties which you face will make you more determined to achieve your objectives and win against all the odds. You've got to stay strong and be strong in the tough times". This motto brought a wave of positivity to me daily and allowed me to enjoy every moment and take it on as a challenge.

However, now that lockdown is almost over, my brother and I can leave the birds' nests and go back to our own lives. To be honest, I am going to really miss the quality time that we spent together- planning adventurous events in the garden only to see them fail and not go to plan. Our days and nights consisted of an abundance of laughter and joy- a time I would never get otherwise.

Despite the global pandemic affecting several lives and families and loved ones, for some of us, the lockdown has given us an insight into the valuable things in life- family. It has allowed us the time to build our relationships with our family. After a long period of spending time at home, and now that lockdown is almost over, I am overcome with emotion at the prospect of my brother leaving to return to university. Reflecting on the global pandemic we have faced, it has allowed me to value and appreciate my loved ones and be more grateful for what I have been blessed with.

Adam Patel
Year 8



The Trials and Triumphs of Tech Teaching... and Learning!

Let me rewind. All the way back to the 23rd of March.

Day 1 of online teaching for me, and online learning for our pupils, and my two younger daughters.

Amidst the uncertainty of the global pandemic, there was a hub of excitement bubbling away at my dining table as we all eagerly set up our devices, eager and ready to go. Books, folders, lesson plans, MS Teams, OneNote: the idea of embarking on a revolutionary teaching and learning journey had us all feeling very excited.

Day 1 of online teaching over.

Still excited? Let me re-phrase: exhausted? Yes!

Whilst my girls were still revelling with the novelty of being able to “school” in their pyjamas, have their breakfast whilst completing their Hegarty Maths, I was exhausted. Drained. Frustrated. The constant muting, being thrown out of the lesson, silly sounds in the background, seemed like behaviour I just didn't feel I wanted to manage from behind a screen. And the prospect of weeks, and even months of this was too overwhelming.

Forward on to post-Easter. The narrative was changing. The blessings of Ramadhan had eased their way into our lives and the online teaching began taking a different turn. With the initial teething issues with OneNote, muting, unsubmitted work ironed out (and here, I must thank our wonderful ICT support: Shoaib and Saqib, and our fantastic Pastoral leads), the online teaching experience was really enhancing my teaching pedagogy - I had to carefully plan and diligently carve my lesson to maximise the learning potential.

Yes, I had now been relegated from the dining table (three people trying to work in one space wasn't working), and now it seemed every room in my house had become some form of a study or teaching space, but the online teaching journey was making me see our pupils in a different light. They were showing resilience. Determination. Tenacity.

Fast-forward to the present.

With the end of this unusually strange academic year just round the corner, I must – we must – celebrate the success. Yes, our success at being able to have provided our pupils with some form of normality amongst what feels like a dystopian world; quality teaching; daily academic and pastoral support. But more importantly, we must celebrate the success of our pupils.

I have seen so many of our young men flourish, grow in maturity, take the daunting elements of learning behind a screen in their stride and show an exemplary attitude to learning. I write this having marked a set of fantastic responses on *A Christmas Carol* from my Year 9 pupils: testament to their hard work, determination and discipline (and the support from our wonderful parents).

Am I still exhausted?

Yes! And as much as I am looking forward to being back in the classroom after the much-needed summer break, way, and as much as I am aware there will be lots of gaps to be filled, and as much as I am aware Ed-tech learning may not fully cater for our most vulnerable, it has introduced a new dynamic to the way we teach – and there are certainly many definite keeps. One has to be the OneNote submissions – never having to heave home a trolley full of books to mark and replacing it with instant online feedback feels like much more of an efficient and appealing prospect!

And as the uncertainty of how our next academic year still looms, we know we will continue to strive to offer our young men the best learning experience.

Asiya Hasan

Teacher of English

Monday 6th April - day 1 of quarantine

It's a Monday. The weekend has come and gone; all of the games and sports you've played are left behind and your mountain of homework completed. You'd think that now it's time to go back to school and continue with our daily boring lives. Not today though. All because of a deadly, murderous pandemic which hit the earth like an invisible comet. Thousands dead, and many, many more cases. The tension in the air is so thick, you could slice it with a knife. No-one knows what is happening, or what will happen once this pandemic is over. This may seem like a holiday in disguise to some, but I personally have trouble 'having fun' when millions are dying across the world.

Friday 24th April - 1st Ramadan

Today was the first day of fasting; I think this'll be helpful because we are not using as much food. The virus has been going at a steady pace so far, yet the numbers are definitely, inevitably increasing. There was one terrifying moment when even the Prime Minister himself caught the virus, and of course that scandal when the Scottish Health Secretary broke her own law against going outside, which seemed to me like it was taken straight from a comedy film. Digital lessons have started for school so we don't miss out on learning.

Monday 11th May

Everything seems so calm and peaceful now, although I know this is far from reality. 4.1 million cases and almost three hundred thousand deaths worldwide and with America at the core of it all... suddenly my homework problems feel like a water gun against a rocket launcher.

Abdul Gafoor
Year 8



10-day Ramadhan Fitness Challenge

During the last 10 days of Ramadhan, both students and staff were involved in Star's 10 Day Ramadhan Fitness Challenge. To ensure pupils and staff were remaining physically active during Ramadhan and during lockdown, workout videos would be posted daily for them to complete at a time suitable for them- before or after breaking their fast. Pupils were provided with a range of resources to motivate and encourage them to stay active. These involved: motivational quotes, nutritional advice and allocated timings for the sessions to support their exercising needs.

Pupils and staff found the workouts very beneficial, with a different member of staff providing a daily inspiration for the pupils by posting a video of them completing the session. These workouts were important in ensuring that pupils remained both physically and mentally active and healthy during the lockdown period, when access to their usual forms of physical exercise were not accessible. Pupils could complete these videos without the need for any specialist equipment and within the comfort of their own home.

Pupils found that taking part in physical exercise during the last 10 days of Ramadhan helped to develop their resilience, health, and achievement. Some pupils responded to the workouts with feedback that they were a 'saddle of comfort and allowed me to remain refreshed both physically and mentally.' It also created further motivation to be involved in physical exercise even once the Ramadhan period was finished.

Mr Peter Richardson

IF YOU CHOOSE TO WORK OUT AFTER IFTAR BUT BEFORE THE MAIN MEAL:

- \ HAVE A LIGHT MEAL AT IFTAR, DO YOUR MAGHRIB PRAYER AND THEN WORKOUT AFTER- ABOUT A HALF AN HOUR GAP
- \ MAKE SURE YOUR IFTAR MEAL IS A REPLENISHING ONE FULL OF ALL THE GOOD STUFF!

YOU COULD DO A SLIGHTLY MORE INTENSE WORKOUT USING OUR #30NIGHTCHALLENGE VARIATIONS




Supporting the Nation: Oak National Academy



Mohammed Awais Akhtar
Secondary Maths

Hi. I'm Mr Akhtar and currently I'm the Director of Learning for Maths at a school in Blackburn. I feel proud, privileged and passionate to take part in this project to support you all. When I'm not in the classroom, I like reading, playing cricket and spending time with friends and family.

Lockdown for myself, and my colleague, Mr Bhola has been far more than teaching our pupils at TIBHS.

We have had the privilege, honour and experience of delivering lessons to the nation through the Oak National Academy lessons that have been delivered nationally online to support children across the country who have been faced with these long and unprecedented school closures.

Oak National Academy is an online school, supported by the Department for Education, as a response to this global pandemic that has disrupted the learning of all learners across the country. Whilst some schools, including all STAR schools, have been at the forefront of ensuring learning continues through online lessons, many other pupils across the country faced the prospect of having to combat the bulky home-learning packs they were sent home with during lockdown. For many pupils, and parents (who were suddenly forced to take on the role of teachers), this was too much of a daunting task. Oak National Academy, with teachers across all phases and subjects at the heart of the organisation, deliver daily online lessons for all Key Stage 1 - 4 year groups to ensure there is online learning available for all pupils across the country.

Supporting the delivery of Mathematics lessons, more specifically, the Year 9 lessons for Oak National Academy has been an invaluable experience for both myself and Mr Bhola. Whilst we used the core principles of our teaching pedagogy to ensure sequential learning, planned recall, consolidating learning, planning to address misconceptions, the experience has really developed us further as teachers. Delivering to a wider cohort of pupils of differing abilities and needs has required a deeper thinking process and allowed the opportunity to explore the wider range of activities and tasks that can be incorporated in lessons to ensure learning can be accessed by a diverse audience of learners.

On a more personal level, whilst the lessons have kept me busy, it has been an honour to be given the opportunity to be involved in delivering a national initiative during this global pandemic. It is heart-warming when I reflect how these lessons may have allowed a young child, in some far corner of England, to access one of my lessons and feel they have learned something.

This is what teaching is – reaching out and serving the community. This time, we have reached out beyond.

M Awais Akhtar,
Director of Maths



Farhan Bhola
Secondary Maths

After completing my degree in Mathematics I realised I wanted to spread my passion for the subject through teaching. I am now Assistant Director of Learning for Maths at a school in Blackburn. When I'm not doing some Maths you will find me playing or watching sports, in particular football and golf.

GCHQ – Live MS Teams Event

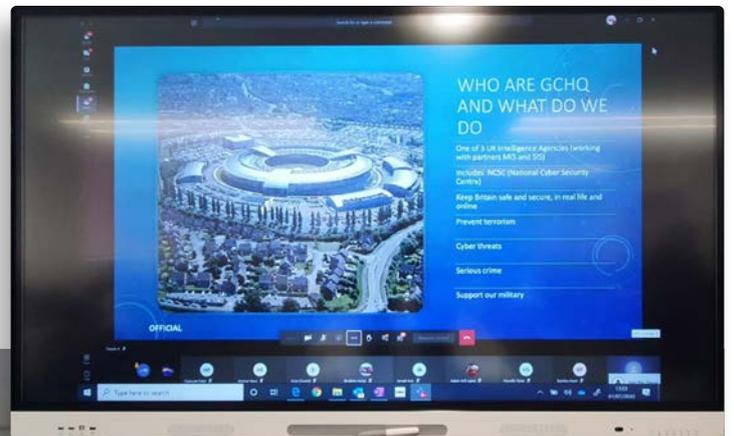
GCHQ (Government Communications Head Quarters), a national cyber security centre was presented to over 150 Y10 and Y11 pupils on Wednesday 1st July through our digital platform MS Teams.

The team of 6 presenters from GCHQ offered information on exceptional initiatives that the organisation are offering young people, including: Cyber Defenders course, summer residentials, apprenticeships and their exceptional apprenticeship schemes to be delivered from September.

The opportunities outlined by GCHQ broadened the horizons of our pupils' futures prospects; particularly for the pupils who intend to pursue STEM subjects. Suze (GCHQ) provided further information on roles for critical analysts, who would be earning an attractive salary while gaining a degree qualification – the programme requires applicants who have a growth mindset. The fantastic opportunities were met with awestruck silence from our pupils, who were inspired by the excellence of the organisation while enticed by the incredible pathways that were presented.

We are looking forward to forging a long-standing relationship with GCHQ and our pupils continuing to benefit from further spectacular sessions and opportunities over the coming months.

Mrs Bashira Patel





Faculty Musings – The Digital Experience

Science

Staff and pupils have been working hard online - it was business as usual home or away. In some year groups, up to four lessons a week were delivered online with opportunity to use new software such as Century AI: a tried and tested intelligence tool that identifies gaps in pupils knowledge and addresses misconceptions.

One Note has been the ultimate teaching tool; it works as a pupil exercise book, resource bank and a collaboration space between pupils and teacher. Here is the learning covered in Science this summer term:

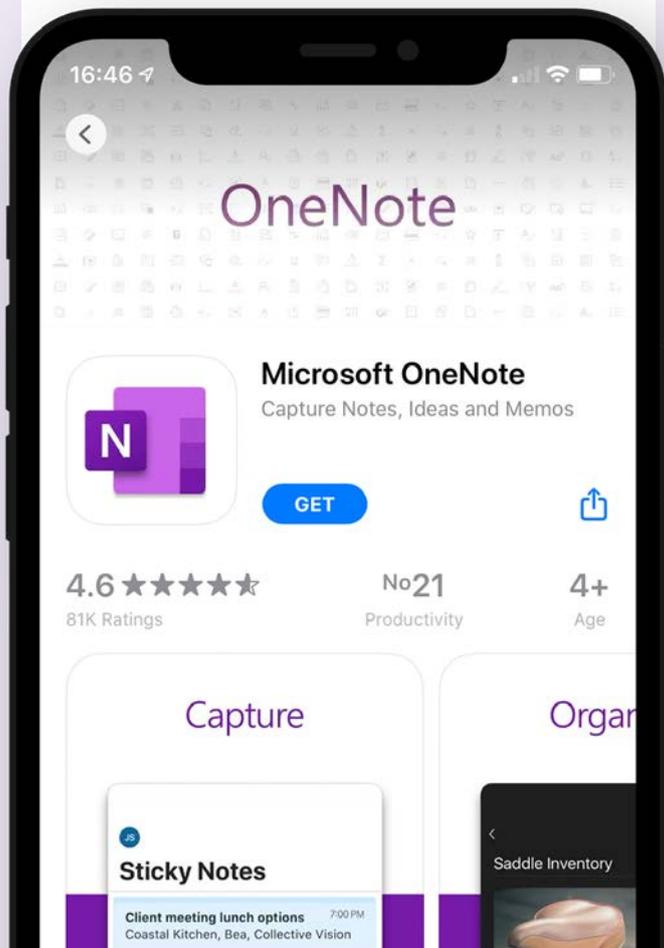
Year 7 pupils in Science continued to learn about Muscles and bones, forces and ecosystems.

Year 8 have been revising content covered throughout the year and focused on embedding & recall.

Year 9 & 10 have continued with GCSE content and are on track with their delivery plans - we are proud of all pupils who are keeping the momentum going to ensure they are on track to achieve excellent grades at GCSE.

The online learning experience has been one to remember and certainly shown us the future for learning. Despite this, we really can't wait to get back to seeing our pupils in the classroom.

Mrs S Yakub



Humanities

HISTORY

Despite the lockdown, the history department in humanities has kept students up to date and involved with key days of celebration and remembrance, along with fascinating online exhibitions where pupils could delve in, honouring pivotal moments and anniversaries in our history. The first major event for history team was St. Georges day; on the day 23rd April the team got involved during our form time and posted activities and games for pupils of all year groups to get involved in.

Shortly after the team created activities of both remembrance and celebration for VE day 8th May, photographs of students and teachers alike involving bunting and cake were taken, while lessons were taught across teams to remind ourselves of the sacrifices made by those who came before us and of some who are still with us now. In addition to these historic days, one that could not be missed was the 500th Anniversary of the Field of Cloth and Gold 7th June. Originally the intention was to take the Year 10 history students to the Leeds Royal Armouries to explore the context of this date in greater depth. However, with the current lockdown situation this opportunity was taken from us. Nonetheless, Leeds Royal Armouries did not let us down. In preparation for this day the Leeds Royal Armouries had hosted an online exhibition of all armours and tournaments from this landmark event, that allowed students and teachers alike to move around digitally and allow us to see the wider European context and interpretation of the event stretching from Scotland to the Ottoman Empire.

Finally, I think we can all agree we were shocked when we heard about and saw the footage of the upsetting death of George Floyd. Therefore, we at TIBHS thought it was only appropriate that our pupils received online lessons on the history of racial inequality. History teaches us Covid 19 is not the first plague and nor is it unfortunately likely to be the last - the struggle continues.

Mr M Budd





▲ A picture of the armour made for the tournaments held at the Field of Cloth and Gold. pupils would normally get to see the armour at the Leeds Royal Armouries and have the curator or guide perform a talk though of the key features as well as in some cases try on the armour. The digital environment allowed for a totally interactive and new experience of the armour and tournament events.



▲ A painting of the historic Field of Cloth and Gold 1520, pupils would normally get to see a copy of the painting at the Leeds Royal Armouries and have the curator or guide perform a talk though of the key features. The digital environment allowed for a totally interactive and new experience of the painting and event.

GEOGRAPHY

Since the lockdown, Geography students across all years have spent their time learning about the various landscapes, ecosystems, and environments around the world.

Students in year 7 have spent time learning about Brazil and Rio De Janeiro. Students have engaged in how rapid urbanisation can change cities so quickly and create new challenges and opportunities in cities. Students have learnt about favelas in Rio de Janeiro and re-read different experiences of people living in Favelas, this has helped them to develop empathic skills and to discuss ways to improve life in favelas.

Students in year 8 have been completing a country study on Nigeria. Students have looked at Nigeria's role in the wider world, how they contribute to the United Nations, and have a growing entertainment and film industry called "Nollywood". Recently students have researched how large companies are setting up in countries like Nigeria and improving the quality of life of local people. Students are creating links between quality of life and a rapidly improving economy.

Year 9 students have continued learning about new content in preparation for their GCSEs; students have been learning about the physical landscape of the UK and river landscapes. Learning about the processes behind river landforms, how meanders and waterfalls have been formed over time and how flooding has impacted the UK. Students have looked at real life examples of flooding in the UK, such as Boscastle, Somerset and the Cumbria floods.

Year 10 students have continued to prepare for their exams in 2021. Students have spent time over the last few months learning about the changing UK Economy since World War Two and various aspects of the UK's economy such as business parks, rural economies and the divide between the North-South divide in the UK when it comes to investment and quality of life.

Another topic the students have been studying, is the challenge of resource management. Students have studied the issues of fracking, water insecurity, and the threats to global resources and how that might lead to conflict. Students have studied development projects that are occurring in the real world such as a water transfer scheme in South Africa and a conservation program in Rajasthan, India. This knowledge is important for the students as they prepare for their GCSEs.

Mr A Raza

RELIGIOUS STUDIES

Pupils in Year 7 have been learning about Buddhism and the life of Buddha. Pupils have looked at the Buddhist teachings about God and the existence of suffering in the world and how this contributes to the afterlife. During the online sessions, Year 7s participated in meditation activities which helped our young men to focus and pay attention to their thoughts, feelings and physical wellbeing. Year 8 pupils have been learning about one aspect of Christianity beliefs. Pupils have looked at the Holy Week (Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday), the religious stories linked to the days, why it is important to Christians and how it is celebrated today.

Pupils in Year 9 have continued learning about topics in their GCSEs, where pupils have started Christianity beliefs and practices where they have been learning about the oneness of God and God's qualities, the distinctive Christian beliefs about Creation and how Jesus is seen as the Son of God. Pupils have also looked at how Christians worship and pray in churches, the role and importance of Churches for Christian followers and those living in poverty. Year 10 pupils have spent time over the last few months learning the study of religions (Islam and Christianity) and looked at various aspects of religious beliefs and issues in society as well as focusing on skills in preparation for their exams in 2021.

Mrs M Patel



Faculty Musings: the Digital Experience

Maths

The Maths department truly embraced the online teaching. I am extremely proud of our faculty with how we grasped the digital learning. With the students at the heart of everything that we do, we have remained committed, dedicated, and resilient with our teaching and learning pedagogy and approach.

Whilst using Microsoft Teams, OneNote, Hegarty Maths and Learning by Questions all seemed a daunting experience on the 20th March, it proved to be far smoother. Of course, with any change there is apprehension but with careful planning, a passionately committed team and clear communication, nothing is out of reach and impossible.

As a Director of Learning for Mathematics, I am humbled and proud of the team's commitment and dedication. We have offered work packs, consistency of pupils having the same teachers as they did prior to lockdown and ensured that their learning journey remains sequential and relevant.

The Maths faculty topped the charts in the number of face-to-face digital sessions. As a faculty, we only looked to increase the number of sessions. Another dynamic to consider was to deliver the teaching online, as well as face to face sessions in school simultaneously to our Year 10 STAR pupils.

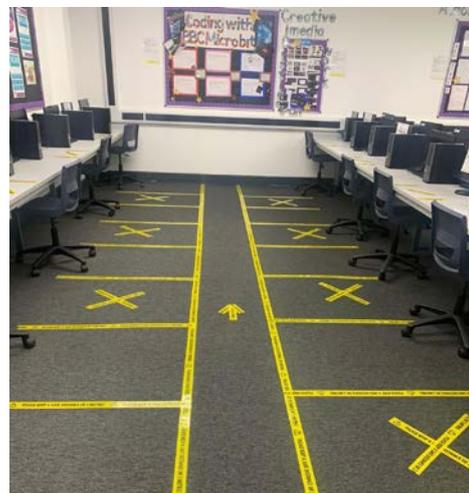
Moving forward, we aim to continue to use Microsoft Teams and OneNote ensuring classwork is shared with pupils, encouraging flipped learning and allowing the recordings of the lessons to truly allow personalise learning to take place as pupils are able to pause, forward and rewind the lessons to meet their needs.

Mr M Akthar

Technology

Summer term of 2020 will be remembered for many reasons: Prince Harry and Meghan Markle stepping down from their duties as senior royals in Buckingham Palace; the 'Black Lives Matter' movement, and for our young men in particular, the pandemic that led to the online learning experience. This term we introduced our new intake of Year 6 pupils into the real world of 'Tauheedul Boys' and the virtual reality world of Minecraft. Year 7 pupils utilised the online timetable self-study periods to complete the learning of their summer packs. Topics included: 'The internet', Network protocols, Networks and Data Encryption; all enabling pupils to prepare for their Year 8 computing curriculum. Year 8 finalised their KS3 curriculum by experiencing the world of 'Seneca' learning; allowing for each young man to revisit their last two years of Computing curriculum and completing online assessments with instant feedback.

At key stage 4, Year 10 Creative I Media took centre stage. The first cohort of students were welcomed back to school, in addition to the vulnerable and keyworker pupils.



Mission: '5 school days to complete the CIM course'

The behaviour, the focus, the punctuality, the determination to learn, the social distancing compliance, the sanitisation and the support of all the stakeholders of TIBHS, enabled the successful delivery of a very ambitious delivery plan. Students who were at a higher risk of infection were provided with specialist support. A virtual teacher delivered CIM to students in separate classrooms to adhere to government guidelines for these young men to be included in this mission. The technology teaching schedule and space got a CSI makeover - social distancing indicators, assigned seating posters, staggered lunches and breaks, sanitising wipes for PC's, hand sanitisers for each pupil, separate lavatory facilities for each bubble, yellow and black tape attached to almost all sections of the room to mark and control what pupils and staff were permitted to do. Rigorous planning with attention to fine details enabled 96 pupils to accept the mission and with 100% attendance coupled with personal motivation the result - 96 pupils completed their CIM course.

With all this taking centre stage, let's not forget the impressive work from the staff within this team, as they did not hinder from the faculty's day to day running. To name a few: delivery of content via teams and school home pack for Business, Computer Science and Product Engineering Design; Planning for the future 'Schemes of Works' (for CS, BS, Computing, Art, Engineering Design, Product Engineering Design and Digital IT)e; exams administration for KS4; ranking and delivery of the new 'Options Students'; predicted grades administration; weekly virtual line management meetings, CPD to improve quality of teaching and learning, CPD for Minecraft that will be part of KS3 curriculum, CPD for online teaching tools.

A term of creative planning, creative delivery of the courses and the hybrid learning model has made this term interesting, unique and is a positive sign for what is to come. A deep dive into the 'new normal'!

Mr Z Mitha



Languages

(Lockdown), (نِزَاؤٌ كَالِ), (COVID-19), (confinement) and (رِطْح) ! These are the words that have been echoing in our heads since the lockdown in March. It has been an unusual year for the MFL department this year. Staff, pupils and parents have been enduring the impact of the pandemic and the lockdown. Since then, unfamiliar terminology started to emerge as replacements to our day to day practice, such as: Teams, OneNote, online teaching and learning, Quizlet, Forms, Looms and many more. As we started the Summer 2 half-term, these terms became familiar in our normal daily practices.

Our learners have had a unique digital learning experience this year. In MFL lessons, they have experienced learning Languages on alternative platforms, such as 'Teams' and 'Forms', where they were able to sit digital assessments on Forms and receive individual feedback and results from their teachers.

Being an MFL teacher, it can be quite challenging to see how you can incorporate technology into MFL especially when the script is not easily available to type. But circumstances dictate. OneNote made the unthinkable into reality. This has been a blessing considering the Covid-19 lockdown. Using Microsoft Teams and OneNote, the MFL team have been able to deliver content, as well as see the work students have been producing and provide them feedback. Furthermore, the use of Microsoft Forms has provided another opportunity to engage our young men in learning.

It has been a satisfying experience. Learning to adapt to new ways of teaching and learning has been a real learning curve and helped everyone to think out of the box. The online learning provided a structure to the day for all parties – which was needed considering our circumstances.

The severe short-term disruption bought on by the COVID 19 pandemic was felt by many families around the world.

Home-schooling was not only a shock to parents' productivity, but also to children's social life and learning. It has been a very difficult year for the MFL department. This was quickly overcome by a new approach and efforts to cope with the situation. Firstly, by creating three MFL learning work packs for each language to support the teaching and promoting 'Simultaneous teaching.' Secondly, by changing education dramatically with the distinctive rise of e-learning OneNote, Microsoft Teams, Forms and other such applications.

The transition has been successful as our learners had the opportunity to use a range of platforms such as Teams, as a clear channel of communication with both students and parents.

Quizlet (an interactive and engaging online resource) allowed us to keep pupils active and involved, by offering fun and challenging ways of learning and homework to practise their language skills. We were also able to utilise Microsoft Forms to create quizzes and test students distracting behavioural issues and enforcing deadlines. This content was managed into specific areas which students were able to access easily, allowing me as a teacher to give immediate feedback.

Technology has optimised the learning experience, not only for learners, but also for staff by continuing faculty CPD on a weekly basis and enabled staff to continue to collaborate and support each other.

However, being aware that screen time for the entire length of school day is neither stimulating nor healthy, closure packs were also created to support pupils.

Mr A Eid

English

The English team have worked incredibly hard giving the pupils at TIBHS a compelling experience with a variety of topics related to English, through online using Microsoft Teams. It can be seen from the pupils' participation and engagement that they have all thoroughly enjoyed their online experience with their English teachers.

At KS4, teachers have been delivering units of learning linked to: Transactional Writing; Macbeth; A Christmas Carol, and the Poetry Anthology. Pupils have been working with teachers focusing on the main key themes in the Literature texts and the development of the characters in the texts, through the carefully planned digital lessons.

The pupils have been using their Literature booklets as a guide for their online learning, whilst their teachers have been systematically going through the key areas within the booklet. The online method of using One Note has been instrumental for both teachers and pupils. Teachers have been able to provide instant feedback to the pupils and ensure any misconceptions have been targeted live online, with precise online and written feedback.

At KS3, the pupils have been engaging with Dickens' deeply emotional and thought-provoking novel, Oliver Twist, and Shakespeare's tragic play of Romeo and Juliet. Both texts have been brought to the living rooms of our pupils in an engaging and exciting manner by our fantastic and committed English team!

All hail, the TIBHS English team: king of all teams (Macbeth@ TIBHS)!

Mr M Patel

Cozy Apologia- lesson 10- 30/6/20

30 June 2020 11:47

Key points:

- She is always thinking about Fred
- She is trying to resemble him as a knight who's going to save her- "shooting arrows to the heart"
- People don't tend to accept this kind of relationship at that time
- The damage of their love is costly because it's not allowed, being compared to the damage of the hurricane.
- "Worthless boys" is talking about all the boys she had crushes on at a early age. No-one is better than Fred

Language:

- "Cozy apologia" foreshadows warm feeling associated with love
- Cozy= snug and warm
- Apologia= a written defence
- "I" and "you" pronouns show the poem has been addressed to someone, establishes an intimate tone
- "I could choose any hero" a traditionally romantic mood is established

Structure

- "for Fred" found just under the title, the poem is autobiographical, mentions the idea of love even more
- 5 pairs of rhyming couplets. Suggests love. Could suggest tradition and simplicity
- Lists add emphasis to the ideas they support, emphatically traditional love and emphatically ordinary love



Year 6 Transition

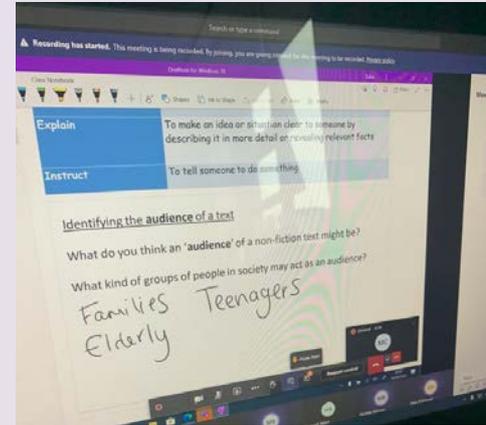
As part of the transition work that has taken place for our new Year 7 pupils joining us in September, TIBHS hosted a digital summer school through which pupils were able to access live-taught English, Maths, PE, Pastoral and FCE sessions. Some pupils also had a taste of Minecraft.

Through the support of our new parents, as well as local primary schools, adjustments were made for pupils to access this learning ensuring the lockdown did not leave enormous gaps in learning.

The quality of teaching was excellent, with pupils engaged through the various mediums facilitated by our Ed Tech systems. With a taste of life to come at TIBHS, Muhammed Patel mentioned in his evaluation, 'I am very pleased to be given the opportunity to learn with some of the teachers from TIBHS. I already know some pupils joining me at TIBHS from my primary school, but I have made some new friends already through the learning we have done online. I am very excited to be joining TIBHS in September.'

We thank the teachers, parents, primary school for their support. Most of all, we thank the pupils for their commitment to learning and curiosity throughout the lessons, making the summer school a huge success.

Maulana U.Kothia



Civic Leadership – Our Duty

As the Government made the announcement that all schools in England will be closed as part of the national lockdown, TIBHS continued in its response to the Government's call for civic leadership during the coronavirus outbreak. This involved catering for children who are vulnerable and children whose parents are critical to the Covid-19 response.

This supervision was crucial in keeping our young people safe and in enabling their parents to continue providing essential services. The TIBHS supervision for vulnerable pupils and children of keyworkers was open throughout the bank holidays and half-term holidays.

Maintaining the whole-school approach to delivering online learning, pupils had full access to the ICT suites to access the digital curriculum. Moreover, there were opportunities for pupils to demonstrate their civic leadership qualities in assisting with the school's foodbank.

Following this, we made a presentation in groups of 5 on a topic we chose. Some groups chose school uniform, some chose bullying, and some chose racism in football. During our presentation, the audience had to counter-argue the group's choice in debate.

Maulana U.Kothia

Student Leadership Recruitment Campaign

"The fight is won or lost far away from witnesses – behind the lines, in the gym, and out there on the road, long before I dance under those lights" (Muhammad Ali)

As the Student Leaders' recruitment announcement was made, a vast amount of interest was expressed from our Y10 pupils who were keen to represent the school in a leadership capacity. The application process was initiated with the submission of an application form that included a personal statement. Each applicant was thoroughly vetted, after which some were eliminated from the process due to behaviour points. There was an expectation for the calibre of pupils who were to be recruited, which led to the interview stage for the successful applicants.

The early morning interview slots at 8am while fasting in Ramadhan, did not deter our young men. They showed up well prepared and with an air of confidence that would convince even the greatest sceptics of their skills and prowess. The heart, sincerity and capability displayed by our future leadership team was humbling and heartening. As the interview stages completed, a selection of the young men were invited to campaign for the Senior Leadership positions. They preceded the final voting with posters and campaign videos that were shared across all year groups.

As the process concluded, a stellar set of young men were recruited as part of the new student leadership team. The Student Leadership team will be inducted with a bespoke programme that will enhance their leadership skills and highlight the senior and influential position that they will hold within our school.

We wish the team the very best of luck in the coming year!

Mrs Bashira Patel



Coronavirus & Shine's PPE Drive

Coronavirus threatens the very fabric of our society. As the pandemic intensifies, precious lives are being lost prematurely. Jobs are at risk. Small businesses are struggling. Visits to loved ones have ceased. Self-isolation and fear are affecting mental health. Those who are already disadvantaged by poverty, ill-health or loneliness will suffer most: vulnerable families, the elderly and those with existing needs.

Essential school closures are impacting hard-pressed families who are struggling to feed their children and heat their homes. Many vulnerable children, who previously sought the safety net of daily school attendance, may falter as they attempt to maintain their education. Futures that once shone brightly are now at risk.

Governments cannot tackle this emergency alone. As individuals we must step up, do the right things at the right time, and look out for each other. We must adhere stringently to guidance without losing our humanity. Physical distancing must be balanced with enhanced social responsibility. Our connectivity with each other is crucial – our communities need us. (<https://www.starcoronavirusappeal.org/>)

As part of the Shine Charity drive, we worked hard to formulate partnerships with companies and businesses across the country to ensure we could provide toiletry and home hygiene vouchers to Star families who were in financial difficulty - as well as providing PPE packs to our local care homes, GP surgeries and hospitals to keep our STAR family protected.

Our partnership with 'The Hygiene Bank' was most fruitful. They provided our STAR family hubs over seven thousand Zoflora disinfectant bottles, as well as many other basic hygiene equipment. Hampers, consisting of disinfectants, hand sanitizers, women's items, soaps, Dettol wipes, oral care products and much more were given to every care home in the borough from TIBHS which were gracefully received by all the recipients.

As well donating existing school supplies, our pupils also utilised 3D printers and textile equipment in school to create PPE visors and face masks and distributed these across the borough! These were even imprinted with our school logo and vision statement!

"Each situation should bring about the best in man"

Mufti Muhammed Patel





Loneliness Awareness Week

During the week commencing 15th June 2020, pupils at TIBHS commemorated Loneliness Awareness Week, particularly in circumstances that have been brought about by the national lockdown that has physically distanced people more than ever before

Pupils took the time to write to several partners including our neighbours at Spinneyside Retirement Home.

The letters of hope and consolation were shared with the vulnerable as part of the food distribution programme on that particular week. Here are a few of the letters:

Maulana Usman Kothia

To my dear neighbour,

I hope that you are in the best of health.

I am writing to share m thoughts and shared appreciation for the current situation that we are all in - I understand that the Corona Virus has brought new restrictions such as social distancing and self isolation; but, you are not alone. We are here for each other and I certainly hope my letter will make you smile!

Always think positive and remember that we will soon see the light at the end of the tunnel because we will get through this. Plus, we always have modern technology to help us access face time to speak to relatives and friends to brighten our days.

I would like to suggest some ways to occupy us and keep us happy while we are unable to see our loved ones:

- Take a walk to clear your mind
- Speak to friends and family over the phone
- Write letters to relatives you have not spoken to for a while
- Take up a hobby like art or meditation

Soon we will see everyone again and regain some normality, until then I hope that beaming smile of yours is always there.

Your sincerely,
Ahmad Essa



Hi there,

My name is Hasan Desai - I just want to share with you that you are never alone and you never will be.

No matter what comes your way and where you may be - always remember that we as a community and your extended family will always be here to support you, reach out to us and we will do whatever we can to help you!

I understand that the lockdown and virus may be making you feel lonely, sad and possibly even extremely down. But I hope today's letter will put a smile on your face knowing people out there and thinking of you and here to help you.

Don't worry - we will soon find a way out!

As fellow humans, we will always try our best - as a family, your family - to reach out to you. Most importantly, remember how much you mean to us - because of you the world is a better place.

You are the one that changed it and made it much better that it was. Seeing you makes us all smile. Not to forget that you are the ones who put a smile on our faces each day, every day!

As I end this letter, I would like to say that we will always be there for you and soon things will return to normal. In the meantime, carry on as usual and take precautions.

I look forward to hearing back from you. Thank you!

"Do not feel lonely - the whole universe is inside of you"
Rumi



Hi there!

Hope you are well and in the best of health I just wanted to say hello to you and to let you know that you are special and cared for! You are awesome and your smile is brighter than the sun -don't forget how unique and how special you are.

We know this pandemic is stressful but there is always light at the end of the tunnel and we will get there no matter how long it takes!

I am really looking forward to hearing from you and wanted to know what's your favourite memory :)



Tauheedul Boys

Hello,

I hope you are in the best of health. Loneliness is a natural reaction to the current coronavirus pandemic, and it's important that you don't blame yourself for feelings of loneliness, at this or any other time. Remember, so many others are going through exactly the same – we are all in this together and we can get through it if we keep a positive mindset.

Sometimes a friendly chat is all you need to feel better, try ringing a friend or a family member or maybe you can try and do what I've been doing in recent weeks – absorbing myself into a good book and wandering off into another world altogether where there are lots of people to talk to. Yes, I'm talking about my book characters, it might sound silly but it's really helped me, I'm sure it would help you too.

If you have a phone with a video calling feature, you can even see the people you love, I know it's not the same but even this time will become a memory that will stay with us forever.

I know it's hard but you've done so well so far, just a little bit longer and you will soon be able to look back at this time and proudly say – I survived it.

I hope reading this has given you even just a little hope.

Thank you for reading.

Yours faithfully,

Muhammad.

Dear Sir/Madam,

Today is a beautiful day. The summer sun is shining and the flowers are thriving. There is not a problem in the world. Except the coronavirus. Many people fret about controlling the virus and stopping the spread. But they fail to see the devastating side effects it can cause. Loneliness. Anxiety. Depression. Fortunately, we have a vaccine for this. Words. Words are free of cost, abundant and most of all fruitful. In this letter, I will try to be your doctor and hopefully cure you with the right medicine.

My first advice is to talk to someone- someone you love and care about. Simple, but effective. If it's not a window visit, it's bound to be a phone call. It is essential to speak to someone, whether it be an old friend, close family or even your neighbour. Anyone who puts you at ease, you should contact.

Secondly, I suggest finding a new hobby, or doing more of the things you like. Gardening and knitting if you enjoy spending your time doing peaceful activities or a run round the block if you are feeling more energetic. Whatever puts you on cloud nine should be done.

Finally, I propose confronting your mind. Your brain is full with things to put you down, loneliness being one of them. When you are alone, your mind tells you people have abandoned you and that you are not worthy to be listened to. Fight it. Tell yourself that is not true, and that you have not been abandoned, that people would listen to you. You are yourself, and there is nobody else in the universe who is you.

I end this letter by saying that today is a beautiful day. The summer sun is shining and all life is thriving. The coronavirus may have burdened you with loneliness, but with help from your friends, family (and hopefully me!) you have made the journey, happier than how you began it.

Safwaan



Hadhrat Hamza bin Suhayb reports that Hadhrat Suhayb (ra) was in the habit of feeding a lot of people. Hadhrat Umar (ra) once said to him, "O Suhayb! You feed too many people, which is extravagant behaviour." To this, Hadhrat Suhayb (ra) replied, "I have heard the Prophet Muhammad (pbuh) say that the best of people are those who feed others and who reply to greetings. It is this that prompts me to feed people."

Food for thought

Feeding others has always been a hallmark of our faith. Countless stories throughout history show how people went the extra mile to assist people in their needs.

Hadhrat Anas (ra) narrates that while Hadhrat Aa'isha (ra) was in her room, she heard a lot of noise in Madinah. "What is that?" she enquired. The people informed her, "That is the caravan of Abdur Rahmaan bin Auf (ra) that has arrived from Syria carrying everything needed." There were seven hundred camels in the caravan. The whole of Madinah was resounding with noise as the generosity of Abdur Rahmaan bin Auf (ra) brought the city to life; he had donated seven hundred camels with supplies for the people in need.

Hadhrat Abu Hurayrah (ra) says, "The person who most benefited the poor was Ja'far bin Abu Taalib (ra). He would take us home and feed us with whatever he had in his house. In fact, when there was nothing, he would break open the butter container so that we could lick whatever butter remained."

Hadhrat Aslam reports that Hadhrat Umar (ra) was going on his usual rounds one night when he came across a woman in a house surrounded by crying children. The woman had a pot of water boiling over the fire. Hadhrat Umar (ra) went to the door and asked, "Why are these children crying?"

The woman replied, "Because they are hungry." Hadhrat Umar (ra) asked further, "What is in the pot?" "Only water to soothe the children, so that they may go to sleep in the belief that food is being prepared for them." Hadhrat Umar (ra) wept and went straight to the public treasury where he took a sack and put in it some flour, fat, butter, dates, clothing, and some money. When the sack was full, he said to Aslam, "Put this sack on my back, Aslam."

"Please, O Ameerul Mu'mineen, let me carry the sack," pleaded Aslam. Hadhrat Umar (ra) remarked, "Never! I shall carry the sack because I will be questioned about these people in the Hereafter."

Aslam most reluctantly placed the bag on Hadhrat Umar (ra)'s back, who carried it to the woman's home. Hadhrat Umar (ra) put a little flour, some dates and some other items in the pan and began to stir it.

Aslam narrates, "I saw the smoke passing through his thick beard. When the food was ready, he himself served it to the family and they ate to their fill. He then left and knelt near the house in a humble position. I was too overawed to say anything. He remained watching in this manner until the children were playing and laughing. He then stood up and said, 'Do you know why I sat there, Aslam?' When I admitted that I did not, he said, 'I had seen them weeping in distress and disliked leaving until I saw them laughing. I was satisfied when they started to laugh.'

In light of the above, during the pandemic TIBHS set out in April 2020 to take its Foodbank one step further. With your support and the support of the Duchy of Lancaster Fund, Fareshare, IMO and Morrisons, TIBHS is now consistently sourcing, packaging, and delivering food to 100 families a week with each hamper sustaining a family of five for a week ensuring that they are able to adequately nourish and feed throughout the week.

TIBHS has taken a targeted approach to ensure food and hygiene packs are received by those in need. There are weekly referrals now being received from over seven neighbouring schools, residential homes, a refugee centre and even substance misuse and homeless support groups across Blackburn with Darwen. TIBHS has established itself as a communal hub in supporting the vulnerable in society, young and old, regardless of race, religion or creed.

TIBHS intends to continue throughout the Summer and beyond to assist those in need. We feel we have a duty to those in need as we are blessed.

We appeal to all to assist us and help us grow this initiative as we believe this will not only have an impact on those in need but more importantly it will help our young men develop the character they need to succeed and become selfless. How can you help? Through donations of food items, money and of course du'aa.



TIBHS would like to wish all students, parents, staff, and stakeholders a blessed and peaceful summer break

A huge thank you to all staff and pupils that have contributed to the making of the Summer newsletter

