

SUCCESS 4 ALL



S4A NEWSLETTER

ISSUE 12
MARCH 2018

WELCOME

Every new term brings new sessions and new Hubs.

Our new Learning Hub at Westgate Hill Primary has been going so well that we now have three sessions running every week!

This term has also welcomed two brand new Learning Hubs!

One is in a completely new location for us. With the support of volunteers from Queen Alexandra Sixth Form, we now run a Learning Hub in Meadow Well Connected Community Centre in North Shields every Thursday, 4:30 – 6 pm.

We have also started a pilot Learning Hub, in partnership with Riverside Community Health Project. Every Tuesday, 4:15 – 6:15 pm we support a group of Roma girls from the local community, with their English and other schoolwork, followed by a street dance workshop!

With the introduction of the new Learning Hubs and Clubs, we now offer 24 sessions to the community on a weekly basis.



LEARNING HUBS

We now have 9 Learning Hubs running with access to 17 sessions every week. We currently have **307** children and young people registered for our Learning Hubs. The young people have visited a total of 1,171 times over the course of this term, at an average of 69.2 visits per week. This term **33** one-to-one tutoring blocks (6 weeks) have been completed!

This term, a further 34 volunteers have come on board, making **173** volunteers in total. This already surpasses the amount of volunteers we had in total last year by 14! This term, they have supported the tutees on 888 visits with an average of 54 visits per week.

OUR LEARNING HUBS

Westgate

51 Tutees

34 Tutors



Westgate Hill
Primary Academy

Written by **Stella** (Learning hub coordinator) about **Dobby** (tutee) – At Westgate Hill Primary School our session begins with 30 mins devoted to the children refuelling, with biscuits and juice or milk, and re-energising with circle games. This time has also provided an unexpected and welcome opportunity to have an informal chat with the students, building relationships and also sharing and extending their learning. Particularly memorable moments during this time have included the children sharing and discussing their reading experiences. One pupil, Dobby, continually surprises and inspires me with his interests which are far from the typical Year 4 pupil. In particular, his knowledge and appreciation of the award winning Nigerian author Chimamanda Ngozi Adichie (writer of Half a Yellow Sun), who is noted for her writing addressing and promoting equality and diversity. Thanks to Dobby, I became aware of Chimamanda's Fabulous TED Talk 'The danger of a Single Story', but am now also looking forward to making time to delve into her novel 'Dear Ijeawele'.

Paula (tutee) – 'Last time I got 8/40 in my test and now I got 22/40 and I passed! I think I got this because I got help from Kathryn (1-2-1 tutor).'

Written by **James** (tutor) about **Christina** (tutee) – 'Christina achieved the ruby award at the end of year 4 and is now only 6 points off the silver award in year 5. This is an impressive achievement due to the hard work required.'

Written by **Michael** (tutor) about **Aliazlan** (tutee, Yr 4) – 'The tutee had moved up in both maths and English. He is now doing year 5 work.'



UK ISLAMIC MISSION
Serving Humanity Since 1962

Elswick

28 Tutees

26 Tutors

Throckley

23 Tutees

10 Tutors



Written by **Eve** (Learning Hub Coordinator) about (Chloe) – 'She has been given a certificate for her impressive Maths homework that she completed at our session the week before. She took great pride telling us and thanking the volunteer that worked with her, which was lovely to see.'

Written by **Eve** (Learning Hub coordinator) about (tutor) – 'They spent a lot of time with a tutee who was struggling with measuring angles and using a protractor in school. It took time but after two sessions spent largely on the topic, the tutee now feels confident that they will be able to go to school and answer the teachers' questions on angles, something they didn't feel able to do previously.'

Hassan (tutee) – 'Now I am being able to focus more because I am getting more support.' 'I feel more confident in myself because my tutor has said you can do it and be confident in yourself which has helped me.'

Tanya (tutor) – 'Volunteering has also done this as it's pushed me to find the time for all of my responsibilities. I believe that volunteering has had a positive impact on the way I view education as well as how it has helped me to develop new skills that have led me to this success.'

Carnegie

79 Tutees

62 Tutors



OUR LEARNING HUBS

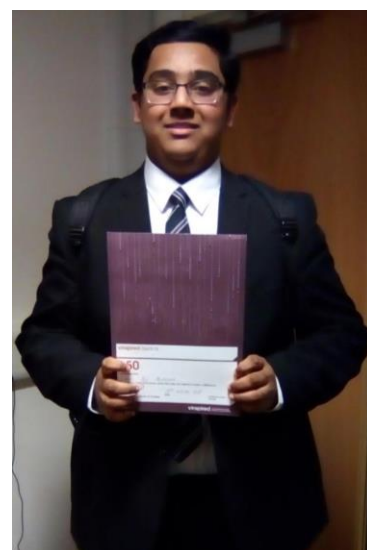
Written by **Eve** (Learning Hub coordinator) about (Parent of Deleni)– ‘We had really positive feedback from a mum who had a great parents evening for her daughter. Her daughter does a lot of extra work in a 1-2-1 setting with us at Blakelaw Hub and her teacher seems to think that it is paying off and she is improving across the board, especially in reading comprehension which we have focused on a lot.’

Abin (Tutor) – ‘I was able to use this (volunteering) as a way of contributing to the community as it took place in my local community. It made me feel as if I had finally done something worthwhile to improve the community through helping and teaching younger students and empowering them for the future. It has made me aware of how much small things can make a difference in people’s lives. It has allowed me to appreciate the skills and knowledge I have gained and how to use it to benefit others positively.’

Blakelaw

17 Tutees

9 Tutors



Hamid (tutee) – ‘I like going to the STEM club because I find out new things every time when we experiment. You never know what’s going to happen...’. ‘In the WEYDA science club, we found out lots of things and how to do cool experiments.’

Glory (tutor)– ‘I like to learn alongside the tutees and encourage them to gain knowledge to understand a particular topic and improve.’

Wingrove

33 Tutees

30 Tutors

Excelsior

67 Tutees

9 Tutors

Yanting (Year 13 tutee) - ‘I like coming here. I received help when I needed with my personal statement, my CV and just finding out about uni life from volunteers. I also got a tutor for my coursework.’

Written by **Elliia Manuella** (tutor of A-Level Spanish) about **Kerrie-Ann** (tutee) - ‘Kerrie – Ann’s motivation is a key factor. She has come every week from the start of the year. She is very punctual and determined to improve. She has her own personal target and she wants to achieve this.’

Written by **Cory** (tutor) about **Farida, Zainab and Shedrack** (tutees) – ‘The three students I worked with on Biology and Chemistry A-Level were very hard-working. They are always looking to improve themselves and were grateful for the tutoring help offered.’

Beth (Tutor) to sixth form students - I have been working with very different people every week. And I enjoyed it. It is nice to be able to help with subjects that I have done at A-Level and with the EPQ. They ask about uni life and the work load at uni. I gave them some advice about writing essays and how it is not good practice to use excessive quotes in assignments.’

OUR CLUBS

We have **4** computer coding clubs, **1** arts and science club, **2** STEM Challenge programmes running this year and we introduced a **new STEM Ambassadors project** with our WEYDA-group . We currently have **121** children and young people registered in our Clubs. The young people have visited a total of 396 times over the course of this term, at an average of 62 visits per week. The clubs have been supported by club leaders, assistant Learning Hub Coordinators and 6 volunteers.

STEM CHALLENGE PROGRAMME

Sponsored by the engineering company REECE Foundation and the Platten Family Fund, the 6-week STEM Challenge is our investigation project for children in year 5 and 6.

CHALLENGE 1 – Design, build and develop aeroplane wings that can carry weight and fly the furthest

Back in December, our STEM Challenge teams have ended their 6-week project with a trip to a leading engineering company, Pearson Engineering of the REECE group, based at Armstrong Works on Scotswood Road.

During our trip, we had the opportunity to visit and explore the engineering site and meet those who work there and find out about what an engineer gets up to as part of their job. We learnt that on a daily basis, the REECE engineers come across many of the same problems and challenges that our group encountered in their own projects. The children got to share ideas about how to work through these challenges and identify the key things that people in STEM jobs need to consider when working on an engineering project.

After we all put on with bright blue High-Vis vests, safety glasses and ear plugs, we were ready to go onto the workshop floor on a tour of the factory. The children's favourite machine was unanimous – a water jet cutter. Able to cut through solid metal with only sand and water at a very high pressure, the children were fascinated and were able to touch some of the sand used to cut the metal – tonnes of which are used every week by the engineers in the factory. One of the pupils on the trip said 'The water cutter was my favourite machine because I have never seen a water cutter before'.

Children had the opportunity to ask those working in STEM jobs about everything they had seen throughout the day and what a career in engineering would be like. One pupil asked 'How do electricity and technology work together to control the machines?' Many of the children asked some very interesting and insightful questions, impressing both the engineers from REECE and the S4A staff, showing just how engaged the young people were on the trip and throughout the project.

A huge thanks to the REECE group and Chris Freeburn & Amish Patel, the graduate engineers from Pearson Engineering who hosted our visit and were fantastic mentors for our budding engineers.



OUR CLUBS

CHALLENGE 2 – Design and build a circuit for an alarm system

In January and February, a new STEM Challenge team started to work on a project about electronics. They explored how different circuits in series and parallel can be used to boost power or protect the circuit from breaking when one switch or battery stops working. How are you able to turn one light off in your house without all of the power going out?

Using everything they had learnt, we designed and made a circuit for an alarm, to set a trap on a money box. In this challenge, children learnt to use soldering irons and thought about how electricity is conducted. In the final week, we went on a trip to the Discovery Museum, exploring the science zone and considering the role of electricity and investigation through history.



CHALLENGE 3 – How do we get water safely and quickly to our homes?

This term, we have also managed to squeeze in the start of challenge 3 of the STEM Challenge programme, thanks to Northumbria Water. This team of young people will be exploring the challenges of getting safe water to our homes. So far, we have investigated how to transport water from reservoirs to your home and trying to prevent leakage, as well as how we can filter and clean water.

CELEBRATION ASSEMBLIES

During the STEM Challenge programme, all children who take part develop key Science, Engineering, Technology and Maths investigation skills. As part of completing the STEM Challenge, every child that takes part will be awarded with an AQA Skills Award.

To celebrate their achievements, Kirsty, our STEM Coordinator, has been visiting their primary schools to present their AQA certificates in their whole-school celebration assemblies!

Congratulations to all who have received an AQA Skills Award. We are really proud of what you have achieved.



OUR CLUBS

WHAT HAVE S4A CODERS BEEN UP TO THIS TERM?!

PYTHON PROJECT MAD LIBS – WALKER CODE CLUB

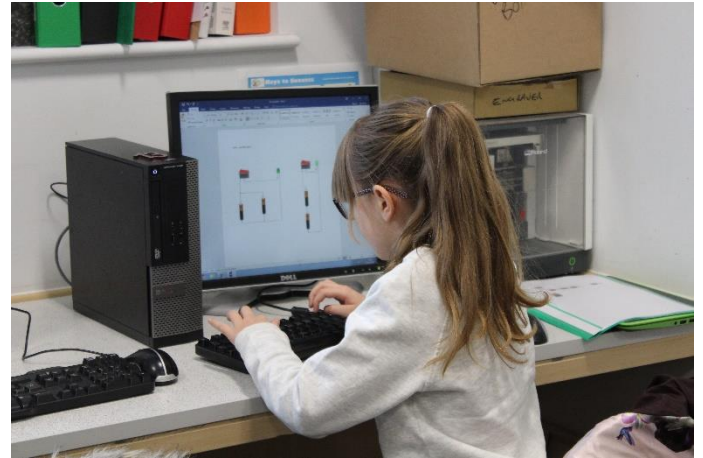
A new project that some kids at Walker Code Club have been really enjoying this term is Mad Libs. You might have heard of Mad Libs at school, as it is a game where you ask people to give you a random selection of nouns, verbs, adjectives, etc. and then use their random ideas to put into a story structure you have already written.

You end up with some quite crazy stories...



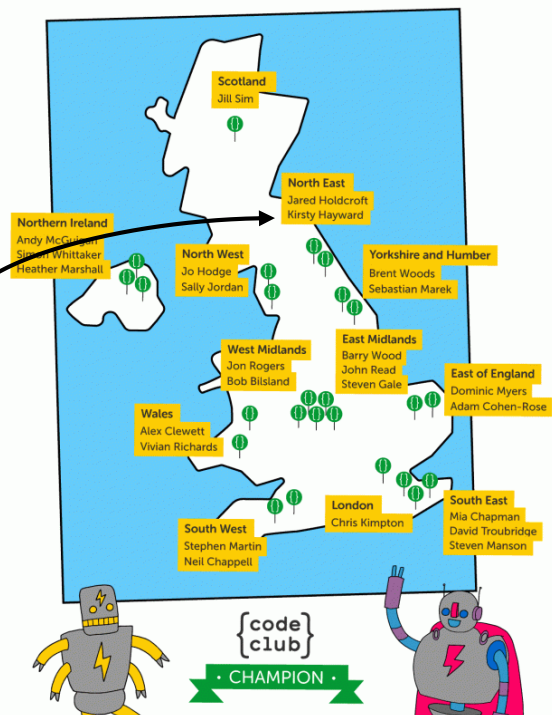
STAR CLUB AND CODE CLUB CHAMPION

This year, our Walker Code Club has become one of Code Club's STAR Clubs. We have been running a Code Club at Walker Technology College since 2013. Kirsty, our now STEM Coordinator, also started off as a Code Club volunteer in 2014 and now coordinates our 4 Code Clubs. She has recently been recognised for all of her hard work and has become a Code Club Champion!



MICROBIT RACE –BLAKELAW CODE CLUB

Kids at Blakelaw Code Club have been competing to complete microbit projects. This has worked really well to keep the children engaged in learning microbit coding and is getting them ready for the next challenge – Raspberry Pi's!



OUR CLUBS

WEYDA – STEM AMBASSADORS

Our WEYDA (West End Young Digital Artists) have taken on a slightly different route for their next project. Their next project focuses on STEM, while still maintaining that digital element . . .

The things that you remember the most, either have a great story behind them or were exciting to watch, learning about STEM is no different.

During February half term, we set our WEYDA group the task to share their science stories with others by creating an exciting video that their peers would like to watch and might learn something from.

This project is jointly run by Lorraine Coghill, from Durham University and the Ogden Trust, and our very own STEM Coordinator, Kirsty Hayward. We first explored the best ways to present ideas to others. Then, the group looked in other presentations and finding science videos online. They also practiced their own presentation skills and by giving feedback to each other, learnt how best to communicate science with others.

To celebrate British Science Week 2018, we released three videos made by the WEYDA group during their Science Ambassador project on our YouTube channel.

<https://www.youtube.com/user/Success4allCIC>

Another huge thank you to Lorraine for supporting us in this project!

This is just the start of the STEM Ambassadors project that the WEYDA group have kick-started! Our plans for the future is for the WEYDA group to learn more about public speaking and presentation, so that they feel comfortable to teach other young people and the public all about science. You never know, we might pop up at an event near you!



making physics matter

IN THE COMMUNITY

FREQUENTLY ASKED QUESTIONS BLOG SERIES

A new series of blog posts can be found on the Success4All website surrounding educational advice (FAQ's), success stories and new events that have taken place.

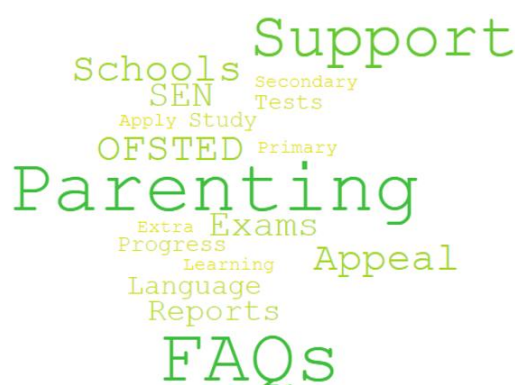
We frequently deal with questions and concerns from parents about the education of their children.

One frequently asked question addresses ability grouping in schools. We talked about what you can do to better understand why your child has been placed into a certain ability group and how you can go about finding this out.

To read out blogs, please visit the Success4All website at: <http://www.s4a.org.uk/blog/>

WE'RE INSTA READY!

Our newest social media accounts are available for those who prefer Instagram. Please follow our public Instagram page for news bites. We have also created a private account exclusive for volunteers where they can find out about training, opportunities, social gatherings,.. Disclosure: We will not follow any personal accounts.



S4A AND PARENTS GET TOGETHER

An upcoming event is the S4A and Parents GET TOGETHER which will be held at the Carnegie Building. Parents are welcome to bring along children whilst they enjoy breakfast and lunch provided by us. We encourage all to attend as it will be a great opportunity to understand more about Success4All and our plans for the future.

*Please follow our other stories and
Connect with us!*



Success4All



@S4ALearningHubs



Success4All CIO



success4allcio



s4avolunteers



Success4All CIO Capper Room, Carnegie Building, Atkinson Road, Newcastle, NE4 8XS
Tel: 0191 2732229 Email: info@s4a.org.uk.
Registered Charity No: 1167004

