

27TH NOVEMBER

# St. James' School



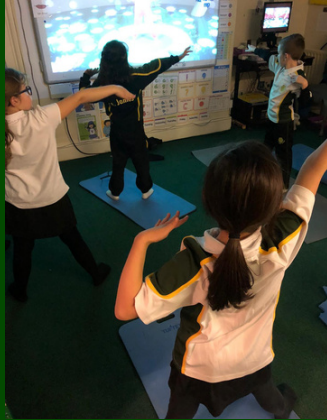
## HEADMASTER'S LESSON SANTA & HIS REINDEER

Richard Murray  
Headmaster

## WHY LITERATURE

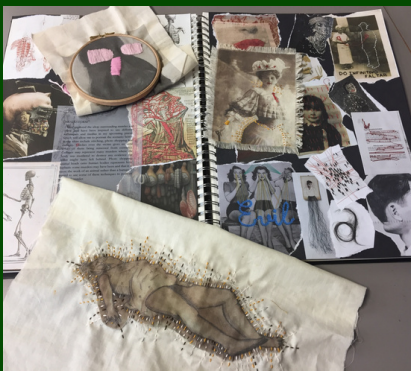
Alistair Wilkinson  
English Teacher

# Latest News



Prep 1 & 2 enjoy their first yoga sessions, practicing mindfulness, balance and strength.

In Spanish , Prep 6 have been learning about the seasons and have each produced a colour booklet with different descriptions of the weather during the four seasons.



Our Senior artists have been busy producing some creative and thought provoking artwork created during the last week. The photography projects are all taken from home looking at the tonal value scale.



# Headmaster's Lesson

## Santa and his Reindeer!

This week's Headmaster's lesson uncovered one of the greatest untruths told each Christmas...more on that in a second.

As we approach the last 12 days of term, I played my classes the "Twelve Days of Christmas" song. I then asked: "How many presents does the 'true love' send?" If you need a reminder of the song, scan in the QR code



12 days of Christmas

So, given the extraordinary distances Santa has to travel on Christmas Eve, and the large volume of presents, I feel I must stand up for all of Santa's reindeer, not just the eight whose names you may know. In fact, Santa has 1000 reindeer, and being a kind old man, they each have their own individual stable.

On Christmas Eve, Santa has to decide which of his reindeer pull his sleigh, and so he gives the task to his 1000 elves. The first elf visits every stable and opens the door. The second elf visits every second door and closes it. The third elf visits every third door and changes it (shuts it if open, or opens it if shut). The fourth elf visits the fourth door etc. etc. After the 1000th elf visits the last stable, which stable doors remain open? And, therefore, how many reindeer actually pull Santa's sleigh?



2: all square numbers up to 961

1: 365

Answers:

# Why Literature?

Alistair Wilkinson, English Teacher

## Why Literature?

When am I ever going to need Shakespeare? What's the point in poetry? What has Dickens got to do with me? I hear these questions every year, from every year group, and I hear in their voices a need for purpose, a desire for a tangible benefit from all effort, as if education is a business transaction: do the work, get good grades.

Good grades then carry over into a popular education formula: get good grades, get good job, get good pay, live comfortable life.

But should education offer more than skills for the work place? And are all skills for the work place as obvious as those given in less abstract subjects?

It is true that literature's benefits are not so obvious, not so quantifiable. We might argue that, logically, learning to understand story structure ought to be clear: a beginning, middle and end, the construction of narrative, through setting, character and plot, expertly crafted to reach a satisfying climax and resolution. It should be as simple and rewarding as a completed road map or a finished puzzle. Yet a story is a hazy, intangible thing, the rewards of analysis not clear, just like one of Dickens' ghosts that he sends to torment Scrooge. In their own way, although more delightful, students are similar to this old rogue; they need to see purpose, to feel a tangible reward, a coin that can be bitten between their teeth. Get good grades in maths and science, get good job, get good pay, have comfortable life. Do well in literature, get...

"Should education offer more than skills for the work place? And are all skills for the work place as obvious as those given in less abstract subjects?"





## What do we get?

Well, we get everything.

Literature is a time machine, our very own TARDIS. We leave the classroom and Doctor Who our way to Elizabethan and Edwardian England, 1930s America, 19th Century London, 11th Century Scotland and 16th Century Venice. Literature is an empathy machine. We leave ourselves behind and see the world through the eyes of men and women and boys and girls who have lived lives unimaginable to us. At least, unimaginable until we've read them. Literature is a psychiatrist's office, our very own couch on which to lie. Through the characters and their actions and interactions, we can experience joys and miseries, successes and failures, make strategies and regret instant reactions, sharing every emotion, dealing with every high and every low. Literature is the food that doesn't simply keep us alive; it is more than bread and butter and water, it is the Pan-Galactic Gargle-Blaster, eleven lembas bread, Bertie Bott's Every Flavour Beans and Turkish delight, all served at Gatsby's glamorous soirees, Macbeth's murderously haunted feast or the Mad Hatter's terrific tea party. Literature is the delight that goes beyond substance; it is stimulation and inspiration.

A student who can understand literature is a student who can understand life, the universe and everything. Author is an abbreviation of authority. A writer controls their creation, sculpts it, crafts it, gives it shape and meaning, their only tools the words they write. A student who can reveal their meanings, their intentions and their structures will prove themselves adept at understanding the world around them. The world is a confusing place and literature is a handbook for its mysteries, its problems, its relationships, its power dynamics and struggles, its offerings and rewards.

Literature is a reward in itself. There are few subjects that can offer the simple pleasure of sharing a story that will then stretch a student's academic ability, teach our literary and social heritage, educate the mind and enlighten the human spirit, then allow them to use their enjoyment to reveal the secrets of writing as a craft, a construction, a puzzle to be unpicked and then pieced back together.

Literature encourages consideration and reasoning, extends cognitive function, forces meta-cognition, or thinking about thinking. It's not just Alice who disappears down her rabbit hole. 'Mind blown' is a common refrain in the literature classroom as students' understanding grows, twists, takes unexpected turns and leaps. Sometimes it will fall back, and the old grumble of 'why do I need this' leaps back to lips. But literature is always ready to begin again, to amaze again, to open eyes again, to be understood again and again, different every time and for every student. Literature is understanding, great and small, pleasure and progress for all.

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ST. JAMES' SCHOOL

# COVID; A GUIDE FOR PUPILS

## IF YOU FEEL UNWELL

Report to the School Nurse immediately

If you believe it to be COVID:

- use outdoor routes to the Medical Room if possible
- wear your mask
- keep 2m from other people, or if this is not possible, MAXIMISE separation

### 1 KNOW THE COVID SYMPTOMS

- A new continuous cough
- High temperature
- A loss of, or change in your usual sense of taste or smell

### 2 BUBBLES

St. James' is divided into the following six bubbles:

Nursery & Reception  
Prep 5 & Prep 6

Prep 1 & Prep 2  
Years 7-9

Prep 3 & Prep 4  
Years 10-13

### 3 SOCIAL DISTANCING

Whenever possible try to maintain at least a 1m distance from other people.

We are aiming to *minimise* contact between individuals

### 4 FACE COVERINGS

Face coverings should be worn when:

- transitioning between lessons
- when indoors during wet break/lunch
- using School Minibuses

Pupils may wear face coverings at any other time they wish to.

### 5 HYGIENE

You must sanitise your hands on arrival at school.

Wash your hands regularly, and re-sanitise between each lesson, after break, and both before and after lunch.

### 6 TRAVEL & QUARANTINE

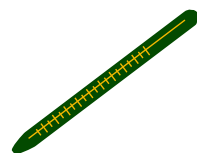
All pupils and visitors arriving at St. James' will be screened regarding any recent travelling.

Where necessary, pupils will be required to self-isolate before being allowed to integrate with the other boarders and the school community. This can only be accommodated at St. James' at the beginning of an academic term.

The 'Safe List' of travel corridors changes regularly. Boarders should plan ahead for half-terms and holidays, considering that remaining in the UK may be safer. Host Families can be arranged with sufficient notice.

### 7 SUPPORT & WELLBEING

We are here to support you if you are anxious or unsure of anything COVID related. Speak to your Form Tutor, Head of Section or the School Nurse.



# Recognising Coronavirus (COVID-19) Symptoms



Symptoms	<b>Covid-19</b> Symptoms range from mild to severe	<b>Flu</b> Rapid onset of symptoms	<b>Cold</b> Gradual onset of symptoms
 <b>Fever (37.8C or above)</b>	Common	Common	Rare
 <b>Fatigue</b>	Sometimes	Common	Sometimes
 <b>Cough</b>	Common (usually dry)	Common (usually dry)	Mild
 <b>Sneezing</b>	No	No	Common
 <b>Aches and pains</b>	Sometimes	Common	Common
 <b>Runny or stuffy nose</b>	Rare	Sometimes	Common
 <b>Sore throat</b>	Sometimes	Sometimes	Common
 <b>Diarrhea</b>	Rare	Sometimes (for children)	No
 <b>Headaches</b>	Sometimes	Common	Rare
 <b>Shortness of breath</b>	Sometimes	No	No
 <b>Loss of taste or smell</b>	Common	No	Sometimes

Common symptoms are highlighted in green as a comparison.  
For more information visit:  
[www.nhs.uk/conditions/coronavirus-covid-19/symptoms](http://www.nhs.uk/conditions/coronavirus-covid-19/symptoms)



# St. James' Guide to Track & Trace

From October onwards we have become more aware of the prevalence of COVID in the North East Lincolnshire area, and more recently it has directly impacted upon members of our community.

Please rest assured that as soon as the school are made aware of a positive test result, the following action is implemented:

## • **Contacting Close Contacts**

We will urgently contact parents of effected pupils, parents or staff to explain that they have been identified as a close contact and their need to self-isolate. We will provide the date on which they may return to St. James' to study, work, or drop off.

## What is meant by a 'contact'

A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others).

For example, a contact can be:

- people who spend significant time in the same household as a person who has tested positive for COVID-19
- sexual partners
- a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including:
  - being coughed on
  - having a face-to-face conversation within one metre
  - having skin-to-skin physical contact, or contact within one metre for one minute or longer without face-to-face contact
- a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes
- a person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in a large vehicle or plane near someone who has tested positive for COVID-19

Where an interaction between 2 people has taken place through a Perspex (or equivalent) screen, this would not be considered sufficient contact, provided that there has been no other contact such as any of those indicated above.

Contacts of a person who has tested positive for COVID-19 need to self-isolate at home because they are at risk of developing symptoms themselves in the next 14 days and could spread the virus to others before the symptoms begin

## • **Consider the need for wider communication**

We have to balance the need to reassure our community that they are not a close contact with the rights of each individual to privacy and medical confidentiality. As you may appreciate, this is not easy. If you are not directly contacted by the Headmaster's PA, Mrs Jennings, then you or your child(ren) have not been identified as close contacts. Please trust that we are aiming for transparency whilst preserving the dignity of those who have tested positive.







# St. James' School

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